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ABSTRACT

The report examines services for the gifted in West Virginia and offers recommendations for improving those services. In chapter 1, "Study of Best Practices in Educating Gifted Children," Patricia Bruce Mitchell outlines findings from a literature and interview analysis regarding best practices in gifted education, including exemplary process models for integrating regular and special education and exemplary models for curriculum development. Conclusions are drawn regarding appropriate service configurations, placement decisions criteria, and the amount of time that should be spent in regular and gifted education programs. Subsequent chapters focus on the task force's findings regarding programmatic definition (including program staffing and management), curriculum sequence (basic learning outcomes, extended learning outcomes, process skills, and skills in understanding self and society), program delivery (options for alternative placements), and program assurances. Recommendations are presented on a number of topics, including needs assessment, curriculum, staffing, program management, and evaluation. The report also presents an action plan for implementation of the recommendations. (CL)

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Report of the West Virginia Task Force on the Education of Intellectually Gifted Students

Office of Educational Program Development
West Virginia Department of Education

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REPORT OF THE WEST VIRGINIA TASK FORCE ON THE EDUCATION OF INTELLECTUALLY GIFTED STUDENTS

Edited by

Barbara Jones
Coordinator, Gifted

WEST VIRGINIA DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL PROGRAM DEVELOPMENT
BUREAU OF LEARNING SYSTEMS

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PREFACE

"Excellence implies more than competence. It implies a striving for the highest standards in every phase of life" (Gardner, 1961). In reaffirming the goal of excellence in education for all students, the West Virginia State Board of Education has recognized that residing within this state are many intellectually gifted students who possess a learning capacity in advance of their chronological age peers. Such exceptional ability requires that these students receive public school programs designed to meet their special needs:

- to progress at their own rate, regardless of chronological age or grade placement;
- for a diversity of learning experiences, including instructional methods, materials, activities and higher levels of conceptual complexity;
- to be valued, challenged and stimulated in an environment that allows children of like ability to learn with and from one another;
- to have access to counseling, so they may better understand themselves and make appropriate school and career decisions.

Pasteur has said that "Chance favors the prepared mind." Our responsibility is to provide the foundation upon which the next 'chance' breakthrough may occur by providing an educational system which develops the natural talents of our citizens to their fullest.

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ACKNOWLEDGEMENTS

The West Virginia Board of Education and the West Virginia Department of Education wish to thank the following members of the Gifted Education Task Force for so generously giving of their time and efforts to improve educational programs for gifted students.

Robert Pat Mason, Chairperson	Mineral County Schools
Louise Stoutamyer, Co-Chairperson	Wyoming County Schools
Pamela Burton	Mercer County Schools
Betsy Humphrey	Parent, Monongalia County
Mary Lou Jones	Parent, Harrison County
Karen Longwell	Wetzel County Schools
Gail Looney	Ohio County Schools
Toni Oliver	Wood County Schools
William A. Smith	Cabell County Schools
Lauren Strand	Nicholas County Schools
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Caryl Toth	Putnam County Schools
Alice Vance	Pendleton County Schools
Sarah Whitty	Monongalia County Schools
Ellen Wilfong	Parent, Pendleton County

Special appreciation is extended to the following individuals who served as the steering committee for the Task Force and accepted additional responsibility for the development of this Document:

Robert Pat Mason, Chairperson

Louis Stoutamyer, Co-Chairperson

Gail Looney, Adolescent Gifted Education

Lauren Strand, Early Childhood Gifted Education

Sarah Whitty, Middle Childhood Gifted Education

Barbara Jones, Project Director

Gifted

West Virginia Department of Education

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INTRODUCTION

Since the West Virginia legislative mandate for gifted education in 1974, programs for intellectually gifted students have been as diverse as the counties in which they originated. In subsequent years, a growing concern for equity between local school districts, presented most forcefully in Pauly v. Bailey, and the demands of these developmental programs have required a more comprehensive and systematic approach to the provision of special education programs.

The efforts of the Task Force on the Education of Intellectually Gifted Students have been directed toward building a statewide comprehensive program that will meet the needs of gifted learners. It is designed to provide continuity between programmatic areas as well as direction for, and uniformity among, the fifty-five local school districts.

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REVIEW OF FORMATION AND WORK OF THE TASK FORCE

The West Virginia Board of Education, in accordance with the Master Plan for Public Education and the Regulations for the Education of Exceptional Students in West Virginia, appointed a Task Force, composed of teachers of the gifted, other educational specialists, administrators and parents. The Task Force was charged with developing a program of study for gifted students in Early Childhood, Middle Childhood, and Adolescent Education. This program of study was to provide direction for and continuity between programmatic areas, as well as uniformity among the fifty-five local school districts.

Dr. Roy Truby, State Superintendent, invited county superintendents, county special education directors, RESA special education coordinators, and other educators to nominate persons from their respective districts to serve on the Gifted Education Task Force. Following a review of the nominations, Task Force members were identified. Selections were based upon representation: by RESA; by instructional level--Early Childhood (K-4), Middle Childhood (5-8), and Adolescent Education (9-12); by role and responsibility--chief instructional leader, director of special education, coordinator of gifted education, teacher of the gifted, parent of a gifted child, and/or faculty at institutions of higher education.

The Task Force met at Cedar Lakes, Ripley, West Virginia in October 1983 where they reviewed and discussed the implications of State Board

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policies and regulations for the education of gifted students. Patti Bruce Mitchell, National Association of State Boards of Education, presented a study of studies of the current research and best practices in gifted education (see Chapter I). State Board policies and procedures, the expertise of Task Force members and the study of studies served as the foundation for the materials developed by the Task Force.

Throughout the 1983-84 school year the Task Force met to develop, review and revise the Report of the West Virginia Task Force on the Education of Intellectually Gifted Students. Periodically, a steering committee met to draft components of the Report which were subsequently reviewed and revised by the total group. A preliminary draft of the Report was submitted to county superintendents, county special education directors, coordinators of gifted education and RESA special education coordinators in July 1984 for informal comments.

These comments were aggregated, reviewed and acted upon by the steering committee. In late Fall 1984 the revised document was submitted to the Task Force for their review, revision and approval prior to its submission to the State Board.

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CHAPTER I

STUDY OF BEST PRACTICES IN EDUCATING GIFTED CHILDREN

A REPORT TO THE WEST VIRGINIA DEPARTMENT OF EDUCATION

By

Patricia Bruce Mitchell

National Association of State Boards of Education

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STUDY OF BEST PRACTICES IN EDUCATING GIFTED STUDENTS

A Report To The West Virginia Department of Education

By:

Patricia Bruce Mitchell

National Association of State Boards of Education

What do we know about best practices in educating gifted children? How can those practices be encouraged through state leadership? These critical questions were the focus of a study commissioned by the West Virginia Department of Education. The findings of the study have been presented to the state's Gifted Education Task Force and will be used by the Task Force as they formulate their recommendations for state standards. This report will describe the methodology used in conducting the study, the findings of NASBE's analysis of best practices, and some ideas that evolved from the study which can guide state leadership in gifted education.

I. METHODOLOGY

Initially, NASBE was asked to analyze appropriate research studies and report relevant information on a number of key program components for educating gifted learners. After discussing the limitations in quantity and quality of research studies in gifted education, the West Virginia Department of Education agreed that NASBE should broaden the approach to the study and include interviews with key leaders in the profession. Thus, under the revised study plan NASBE conducted a review of the professional literature and telephone interviews with professional leaders to obtain relevant findings on the following program concerns:

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- Service configurations that are appropriate for the gifted child;
- Criteria for making placement decisions for each of those service configurations;
- Guidance as to how much time should be spent in regular education and how much time should be spent in special education programs;
- Exemplary process models to integrate regular education and special education;
- Exemplary curriculum and/or process models for curriculum development;
- Exemplary processes for adapting curriculum for gifted students.

NASBE was also asked to summarize relevant court decisions affecting the education of gifted children. A search of court decisions was conducted. No decisions directly related to the education of gifted children have been made by higher-level state or federal courts to date.

Linda Addison was given the responsibility for conducting a review of the professional literature according to the above program components, and for researching court decisions effecting education of gifted children. Dr. Addision used the reference library of NASBE, the ERIC Clearinghouse on Handicapped and Gifted Children in Reston,

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Virginia, as well as her own collection of books and journals in reviewing the literature. She conducted a search for court decisions at the law library of Georgetown University in Washington, D.C.

Patricia Bruce Mitchell wrote to nineteen leaders in gifted education and requested their assistance with the West Virginia study. The leaders were given a list of the program components in preparation for the telephone interviews. Sixteen interviews were completed. The interviews were structured by the seven program component questions listed above. Each leader was asked to respond to each component by offering suggestions as to sources for information, by discussing his/her own experiences related to the component and by making recommendations to the West Virginia Task Force and Department of Education that might be useful in setting standards in the component area. The interviews averaged one hour per person. The leaders interviewed for this study were:

Joyce Van-Tassel Baska	Director of Midwest Talent Search, Northwestern University, Evanston, Illinois
Carolyn Callahan	Associate Professor, School of Education, University of Virginia, Charlottesville, Virginia
Genelle Christensen	Consultant with Special Education Unit, Idaho State Department of Education, Boise, Idaho
Reva Jenkins-Friedman	Assistant Professor, Educational Psychology and Research, University of Kansas, Lawrence, Kansas
James Gallagher	Director, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill, North Carolina
Heidi Hays Jacobs	Co-Director, Center for the Gifted, Teachers College of Columbia University, New York

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Sandra Kaplan	Associate Director, National/State Leadership Training Institute on the Gifted and Talented, Los Angeles, California
June Maker	Associate Professor, Special Education, University of Arizona, Tucson, Arizona
Nancy Mincemoyer	Specialist for Gifted/Talented Education, Michigan Department of Education, Lansing, Michigan
Patricia O'Connell	Coordinator for Gifted/Talented Programs, Maine Department of Education, Augusta, Maine
Paul Plowman	Consultant for Gifted and Talented Education, California Department of Education, Sacramento, California
Joseph Renzulli	Professor of Educational Psychology, University of Connecticut, Storrs, Connecticut
Dorothy Sisk	Professor, Special Education, University of South Florida, Tampa, Florida
William Vassar	Consultant for Gifted/Talented Programs, Connecticut State Department of Education, Hartford, Connecticut
Betty Walker	Consultant for the Gifted, Mississippi State Department of Education, Jackson, Mississippi
Joanne Whitmore	Professor, College of Education, Kent State University, Kent, Ohio

The relevant findings from the professional literature and the information gathered through the telephone interviews were compiled by component areas. Since the information regarding exemplary curriculum models and exemplary processes for adapting curriculum was virtually the same, those two component areas were combined.

An oral report was given by Patricia Bruce Mitchell to the West Virginia Task Force on Gifted Education on October 24 - 25, 1983 at the Cedar Lakes Conference Center in West Virginia. This written report

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contains the study findings given in the oral report, including the author's recommendations for a process which may help local districts systematically plan for advanced instructional programs for gifted children in all subject areas.

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II. FINDINGS

SERVICE CONFIGURATIONS THAT ARE APPROPRIATE FOR GIFTED CHILDREN

Recommendations From The Professional Literature

Summary

There are several classifications of delivery systems listed in the professional literature. The most commonly used labels for the different classifications are: ability grouping, acceleration, enrichment and guidance. Each classification has numerous options for administrative arrangements indicating the flexibility of service configurations.

Options involving less separation and time away from regular classmates, such as pull-out programs and honors classes, are used more often. Total ability grouping and acceleration are used infrequently despite relatively positive research findings on effectiveness of these service options. In recent years, Advanced Placement Classes and rapid acceleration in a subject area, like the model established by Julian Stanley and his colleagues at Johns Hopkins, are gaining acceptance. Special schools for the gifted at the precollegiate level are still rare.

The professional literature approaches the service configuration as a vehicle for providing the opportunity for differentiated instruction for the gifted. The administrative arrangement in and of itself will not bring about appropriate services for the gifted. Planning by total school staff, district-level coordination, curriculum modifications and trained teachers are cited as the key elements to a successful program for gifted students.

General conclusions from the literature regarding each of the major service configurations are outlined below.

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Gifted Children In The Regular Classroom

A "Special gifted program" can be provided within the regular classroom setting. If this approach is taken by a district, there must be a specific individual plan for differentiating instruction for each identified gifted student. The plan must be implemented by teachers who have sufficient knowledge, skills and motivation to adapt instruction for their gifted students. The success of the service option depends upon the involvement of the total school staff and training for the regular classroom teachers. Regular teachers must be given training and technical assistance in acquiring the following knowledge and skills: diagnostic procedures for assessing the needs of gifted students; methods, materials and strategies for providing instruction to meet assessed needs; and classroom management strategies for individualizing instruction.

Cluster Grouping

Placing a group of gifted children in a regular class is a viable service option when the following elements are in place. First, the planning for the cluster grouping should involve the total school staff. Second, students should be clustered according to established criteria. The students should receive a significantly different program than their age and class peers. Their progress in the program should be continuously evaluated with appropriately selected formal and informal measures. The results of the student evaluations should guide the program. Third, teaching responsibilities for cluster teachers should be clearly outlined. Training in methods, materials, strategies and classroom management for gifted students must be provided to all teachers. Finally, a district coordinator is needed to monitor, manage and assist teachers of cluster groups.

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Pull Out Programs

As with other program options, planning for a pull-out program should involve the total school staff and it should be managed and monitored by a district coordinator. The relationship between the pull-out program and the students' regular curriculum should be clearly established and maintained. Pull-out teachers should be chosen on the basis of established criteria. They should receive on-going training and assistance in methods, materials and evaluation of gifted students. They should also have sufficient time to talk with regular class teachers to keep them apprised of the gifted students' activities and progress in the pull-out program. The pull-out teacher/student ratio should be realistic and consistent with district policy. The pull-out program must be flexible and adapt to changing needs of the gifted students as assessed through continuous evaluation of progress in meeting individual student needs and program objectives.

Homogeneous Grouping

Even when gifted students spend most of their school day among intellectual peers, attention must still be given to individual students needs. The program should be clearly differentiated for highly able learners with a special curriculum that is clearly related to all curricular areas. Teachers in these special programs should be chosen on the basis of established criteria and should receive training in methods, materials and evaluation of gifted students. Planning should involve the total school staff. Frequent assessment of progress in meeting individual and program objectives should guide on-going adaptations to the program.

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Acceleration

The criteria for selecting who, when and how to accelerate, should be clearly established to determine gifted student placement in this option. The criteria should include readiness for acceleration according to social and emotional indicators as well as advanced cognitive functioning. The gifted student's progress in accelerated learning situations should be measured by a professionally trained person using appropriate, valid and reliable tools and psychometric methods that have sufficient "ceilings" on the area tested to assess very advanced abilities in the area. The on-going evaluation of students' progress in accelerated programs should deal with social/emotional adjustment, as well as academic growth. Again, the involvement of all school staff in planning the program and the presence of a district-level coordinator to manager and monitor are critical to the success of this program option.

Mentor Programs

Mentorship programs should be student-centered with mentors selected on the basis of gifted students' interests and needs. The mentors should be selected and retained according to established criteria and they should receive training in program goals and teaching strategies. The program planning should involve all school staff and the relationship of the mentorships to curricula areas should be clearly established. Evaluation criteria should be established prior to gifted student placement. The progess of the students should be continuously evaluated and the results of the evaluation used to guide the program. A district coordinator should manage and monitor the mentor program and maintain a community mentor bank.

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Recommendations From The Leaders In Gifted Education

The leaders interviewed agreed that all configurations discussed in the professional literature are appropriate and should be encouraged through state standards.

One of the biggest problems with current gifted programs is the absence of options. Many schools have only one placement for gifted students. The experts feel that no single approach is appropriate for all gifted children. Some experts felt that special full-time classes (homogeneous grouping) should not be used unless justified by the number of gifted students needing such a program or by the limitations in dollars. Other experts supported special classes and stated that they should be available in larger districts or on a regional basis.

The increasing support for acceleration was echoed in the comments by the leaders. Acceleration in one or more subject areas, instead of grade skipping, was seen as best. Exempting high school requirements through tests and taking courses at community colleges and universities are options that are gaining popularity throughout the county.

A growing disenchantment with the most popular mode of providing programs -- the pull-out/enrichment approach -- was evident from the interviews. Because pull-out programs are seen as inadequate in meeting the needs of gifted children, the schools with these programs are beginning to try other approaches, such as consulting teacher models and subject acceleration. A few experts said that they favor cluster grouping of the gifted if the regular teacher volunteers to teach the cluster and has adequate training.

Regardless of which option is chosen for an individual child, the professional leaders stated that the gifted children must also receive appropriate instruction in their regular classes. The additional

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special services they receive should be based on the needs of the child and the school's resources. Through the combined regular/special programs, a gifted child should:

- have the opportunity to "rub with other bright minds;"
- learn from someone with knowledge in a subject or special process skills;
- have opportunities for learning at the appropriate level and rate through the curriculum, environment and instructional approaches; and
- develop a sensitivity and responsibility to others; a commitment to constructive ethical standards; self-generating problem solving abililties; and realistic, healthy self-concepts.

Selected Materials From The Professional Literature

Figure 1: Service Configurations Classified by Degree of Separation From Regular Classmates

No Separation	• Continuous progess curriculum/ungraded classes • Content enrichment/acceleration in regular class • Cluster of gifted placed in regular class • Saturday and Summer programs
Some Separation	• Learning Center/resource room or part-time special class • Regional Center -- serves more than one school • Subject acceleration in another class or school (including institutions of higher education) • Advanced/honors class in subject(s) • Internships/mentorships • Special counseling
Separation	• Special class within school • Special class at a regional center • Special school • Early graduation

Source: Mitchell, Patricia B. Presentation To The West Virginia Task Force on Gifted Program Standards, November 1983

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Figure 2: Program Prototypes

Enrichment is the reason for the development or adoption of any prototype. It consists of experiences which replace, supplement or extend learnings.

Grouping	Acceleration	Guidance
Provisions which facilitate student's access to learning opportunities	Activities which promote learning beyond regularly prescribed curriculum	Experiences which promote self-understanding and career opportunities
• Cluster grouping within regular • Special regular classes • Part-time groups before, after and during school • Saturday classes • Seminars • Minicourses • Team teaching • Alternative schools • Magnet schools • Resource room • Demonstration center • Itinerant or resource teacher • Field trips and cultural events • Special summer programs	• Early entrance or preschool classes • Double grade promotion • Ungraded classes • Multi-age classes • Tutoring • Correspondence courses • Extra classes for extra credit • Independent study • Continuous progress curriculum • Year-round school • Flexible scheduling • Block or back-to-back classes	• Individual conferences • Group meetings • Career and vocational counseling • Community programs and sponsorship • Scholarship societies • Study groups • Special Education • Tutoring

Source: Kaplan, Sandra. Providing Programs for the Gifted and Talented

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Figure 5: Continuum for Instructional Strategies -- Level of Involvement

Level 1: Occasional use of divergent-questioning models is found. A creative writing class, usually implemented by a single, interested teacher may be substituted.

Level 2: General emphasis on process (logic, problem-solving, concept attainment) is woven throughout instructional attempts.

Level 3: Group process in attacking real life problems are utilized (synectics, nominal groups, etc.). Individual students are assisted in studying their preferred approaches to learning, thinking and doing (metaconception, cognitive mapping, etc.).

Level 4: The teacher becomes the "guide on the side" and manages the learning environment. Students are in a relatively constant application mode. Depending upon age appropriateness, students are dealing with real-life situations rather than preparing for them.

Source: University of Wisconsin. Programming for the Gifted, Talented and Creative. December 1981.

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Figure 6: Continuum for Curriculum Modification -- Level of Involvement

Level 1: One or two units or one subject are modified to challenge intellectual skills and abilities of certain students. Involvement is usually determined by the interest and ability of an individual teacher.

Level 2: Systematic curriculum change occurs in one or more subjects in certain classes; some homogeneous grouping may occur.

Level 3: Conceptual-based curriculum with unifying concepts underlying separate curricula is adopted. Specific staff is designed to work with the students.

Level 4: Differentiated curriculum is available in all content areas K-12. Staff is trained in use of the curriculum. Regular planned activities link the use of differential instructional strategies with real-life situations and content areas.

Source: University of Wisconsin. Programming for the Gifted, Talented and Creative. December 1981.

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Figure 7: Continuum for Acceleration -- Level of Involvement

Level 1: Individual students move ahead in text or discipline. Some independent study allowed. Expectations for certain students are elevated. Opportunities for students often depend upon the commitment of a single teacher. Provisions for continuity and systematic acceleration are not usually provided.

Level 2: Homogeneous groups are established in certain grades or rooms. Systematic acceleration is planned for certain groups. A gifted coordinator may be employed.

Level 3: A gifted coordinator works with specific staff members designated to work with the gifted. Resource rooms and materials become available and student use of materials is coordinated through the staff. Advanced Placement in certain areas occurs on a regular and systematic basis. Early entrance to college classes is programmed.

Level 4: Specialized staff coordinates multiple-thrust programming across as many grade levels as possible. Individual learning opportunities are organized as the need arises. On-going screening obviates overlooking gifted students. On-going evaluation helps assure the maximum growth and development of individuals involved in accelerated process.

Source: University of Winconsin. Programming for the Gifted, Talented and Creative. December 1981.

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Figure 8: Continuum For Guidance -- Level of Involvement

Level 1: Talent areas are identified and there is some academic advising. The school may hold a career day or career week.

Level 2: Some regular career advising is scheduled. Value clarification activities are offered. There is occasional one-to-one counseling and small group activities with peers.

Level 3: Regular counseling with opportunities for value and career exploration is scheduled. Talent area information and interest are shared with the family. Group activities with peers are arranged regularly. There is focus on increasing self-awareness and diminishing self-dissatisfaction.

Level 4: A full-time counselor trained to work with the gifted is on staff. Regular counseling is available to students, parents and teachers of the gifted. Career education is part of the curriculum. A personal support network is established with the gifted.

Source: University of Wisconsin. Programming for the Gifted, Talented and Creative. December 1981.

Figure 9: Required Changes in Instructional Components, Probable Cost and Evaluation Factors Associated With Each of Eleven Program Delivery Systems

	Rate of Learning	Content	Mode of Instruction	Homogeneous Grouping	Additional Staff	Staff Training	Facilities or Equipment	Easily Evaluated
Special Schools or Learning Centers	Possibly	Possibly	Possibly	Yes	Yes	Yes	Yes	Possibly
Early Admission to School	Yes	No	No	No	No	No	No	Yes
Grade Skipping	Yes	No	No	No	No	No	No	Yes
Subject Matter Acceleration	Yes	No	No	No	No	No	No	Yes
Accelerated & Enriched Class	Yes	Possibly	Possibly	Yes	Possibly	Possibly	Possibly	Yes
Telescoped Program	Yes	Possibly	Possibly	Yes	Possibly	Possibly	Possibly	Yes
Enriched Classes	No	Yes	Possibly	Yes	Possibly	Possibly	Possibly	No
Independent Study	Possibly	Possibly	Yes	No	Possibly	Possibly	No	Yes
Tutors	Possibly	Possibly	Yes	No	Yes	Possibly	No	Yes
Mentors or Internships	No	Possibly	Yes	No	Possibly	No	No	No
Mainstreaming	Possibly	Possibly	Possibly	No	No	Yes	No	Possibly

Source: Fox, Lynn. "Programs for the Gifted and Talented: An Overview" in Passow, A.H. ed. The Gifted and Talented. NSSE Yearbook. 1979. (p. 124)

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CRITERIA FOR MAKING PLACEMENT DECISIONS FOR EACH SERVICE CONFIGURATION

Recommendations from the Professional Literature

There is almost no research indicating that any of the service configurations are better than others in providing appropriate education the gifted in general. There is almost no research on the appropriateness of the alternatives for subgroups or individual gifted students. The only exception is the option of acceleration which has proven to be a very appropriate method for the mathematically prococious student.

Since there is little in the way of research to guide decisions about placements, choice of service configurations are usually made in terms of the general conditions in a given district. Number of gifted students, availability of space, funding methods, state mandates, number of available and trained personnel, desired goals of the gifted program and public acceptance of gifted programs are frequently cited as factors in determining service configurations and placement decisions.

Ideally, a case study approach should guide placement decisions. Based on individual needs of an identified gifted student, a committee of trained personnel could determine what services the gifted student needs. The focus would be on providing services rather than on fitting students into existing programs.

Recommendations of Leaders in Gifted Education

All of the leaders agreed that placement decisions should come after analysis of the students' abilities and the resources available under the different program options in a district. They felt that the different characteristics of the child and the type and level of their giftedness will determine which placement is best. Scores on standardized intelligence and achievement tests, creativity, work habits,

interest, self-concept, student products and reaction to tasks were suggested by the experts as useful information for making decisions on placement. Several suggested using a case study approach with a committee making the final decisions.

A number of the leaders interviewed focused on the degree of difference as being a critical determinant of the degree of intervention needed. Thus the more radical differences in ability, i.e., the highly gifted, and/or the students with highly specialized abilities need more radical differences in instruction as compared with the regular program. One expert said that many of the special groups of gifted children will also need more intensive services. Underachieving gifted students, handicapped gifted students and gifted students from minority groups should receive specialized services. Some objections to really different programs for even the highly gifted were noted. However, the experts felt that exceptionally precocious children, or special gifted children are already under so much stress because of their differences, that the stresses that might be caused by more radical differences in their schooling are not a cause of concern.

One suggested delineation of placement based on degree of difference was outlined by Joyce Van Tassel-Baska:

Mild	1 standard deviation above norm 60 percent characteristics 1-2 grade levels above norm 128-141 IQ	Minimal intervention Enrichment in Regular Class
Moderate	70-80 percent characteristics 2-3 grade levels above norm	Up to half-time
Highly Gifted	142+ IQ 90 percent characteristics 3+ grade levels above norm	Full-time

Another approach to placement decisions suggested by some experts is to match identification procedures to the objectives of the program. Thus a program on advanced mathematics should serve those identified as having exceptional abilities in mathematics. This approach could also be viewed from another angle -- that the placement decision is based on ability to successfully complete the work that will be required by the program.

Relevant to the approach of placing students in programs which address their specific abilities are the findings of the U.S. Department of Education Office of Civil Rights in a case involving a program for gifted and talented children. The school district involved in the case was Richland County School District One, Columbia, South Carolina. The Office of Civil Rights ruled in February 1981 that the district was not eligible for a grant under the Emergency School Aid Act because students at one junior high were assigned to a racially identifiable gifted program for more than 25 percent of the school day classroom periods without adequate educational justification. In formulating a solution that would allow the district to maintain their gifted program and meet eligibility requirements for the grant, the district decided to:

- design the gifted program so that students in grades 2 - 5 are placed in the program only for mathematics and/or language arts while students in grades 6 - 8 are placed in the program only for mathematics, language arts, science and/or social studies. Students could be admitted to the program either by invitation or through open enrollment.

- invite students into the program who score at or above the 96th national percentile on an appropriate achievement subtest and receive sufficient teacher ratings in the skill area offered by the program;
- have an open enrollment procedure to allow students who do not test well to have the opportunity to participate in the program if they have the ability to meet successfully the standards of the program. Counseling would be provided for the parents to help them with their decision on whether to choose the open enrollment procedure for their children.
- evaluate all students placed in the gifted education program at the end of the first nine weeks to determine if they have the ability to meet successfully the standards of the program. Those that did not demonstrate such ability would be dropped from the program.

In a recent telephone interview with Marsha McKiver, the Gifted Program Coordinator for Richland County School District One, we discussed the current status of the gifted program. The program policies outlined above are still used and are successful. Ms. McKiver said that the majority of the students placed in the program through open enrollment are close to the percentile score set for placement. Those that enter through open enrollment that do not succeed are usually those with much lower achievement scores. While some students are dropped from the program at the end of the first nine weeks, and others drop out throughout the year, there has not been a problem with students feeling they have failed because they did not stay in the program. It is understood throughout the schools that the gifted program has rigorous

requirements and may be "too tough" for students. Ms. McKiver noted that students making top scores on achievement tests have dropped out or been dropped from the program, and students entering through open enrollment have been successful in the program. Ms. McKiver offered the following as critical elements for success in a program such as that in Richland County:

- parents who want their child enrolled in the program must understand that their child will have to do work; and

- teachers must keep instruction in the program at a high level.

Figure 10: Example Of Placement Decision From A District Case Study Committee

- One child was moved to another school where he could receive more intellectual challenge and stimulation.
- Three children were accelerated after special planning with present and future teachers.
- Classroom committee assignments and revised seating assignments were given some students with a view toward improving their social acceptance.
- Children were, in a few instances, referred for special treatment of speech and emotional problems.
- Special projects were given to some students in an area of their known interests in an attempt to stimulate greater motivation and interest in school.
- Special activities were suggested for students who did not seem to show sufficient creativity or originality.

Source: Gallagher, J.J. Teaching the Gifted Child. 1975.

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GUIDANCE AS TO HOW MUCH TIME SHOULD BE SPENT IN REGULAR EDUCATION AND HOW MUCH TIME SHOULD BE SPENT IN SPECIAL GIFTED PROGRAMS

Recommendations from the Professional Literature

There is virtually no research which provides guidance in how a gifted student's time should be divided between the regular classroom and special services. A recent national survey provides information on the average time spent in special services, but these figures reflect what is presently available rather than what is ideal. Time allocations for special programs are likely to reflect state policies and state funding patterns, or availability of local space, human and fiscal resources. Therefore, what exists does not necessarily indicate the best practice.

One recurring difficulty with assessing effectiveness of gifted programs has been that many students, particularly those in pull-out models, spend too little time in special programs. Thus one cannot expect to find significant differences in learning outcomes unless the program focus is extremely narrow, or effectiveness of the program is determined by narrowly defined objectives.

Recommendations of Leaders in Gifted Education

The consensus of professional opinion was that the amount of time a child should spend in a special versus regular class is dictated by the goals of the program and the needs of the students. If a program is planned according to carefully assessed school systems needs, the program staff will know how well individuals and groups of gifted students can be served in the regular classes, as well as what special services are needed and how much time individual children will need to spend receiving instruction through those special services.

Many of the leaders discussed minimum time in a special program. Connecticut has a state policy which suggests that gifted childrn spend 60 percent of their time in a regular class and 40 percent of their time in a special class. Georgia's and Mississippi's state policies dictate a minimum of five hours per week in a special program for identified gifted youngsters. Florida's state policy requires a minimum of seven hours per week in a gifted program. Two leaders stated that three hours per week is a bare minimum for any special services to gifted students and that such a short time is not adequate. One leader talked about the need for district commitment to a program that is not just a token effort and cited two districts where the gifted children were being "served" through a gifted "Lunch Program." The districts did not feel that the students should take any time out of their regular class or from their after-school activities. According to the leader, "All they got out of their program was indigestion."

One leader did not have a suggested allotment for time in special programs but did state he had found from experience that it was not effective to divide the special program into one hour segments. Grouping the special program time into half-days or full-days had yielded the best results.

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EXEMPLARY PROCESS MODELS FOR INTEGRATING REGULAR EDUCATION AND SPECIAL EDUCATION

Recommendations From The Professional Literature

No research results were found on models designed to facilitate integration of special services for the gifted and the regular classroom program. However, the review of the professional literature did yield various recommendations for program integration.

Providing inservice training for regular classroom teachers was frequently cited in the professional literature as being important in achieving a successful link between the gifted and regular program. Classroom teachers should receive training in the nature and needs of gifted students and on specific methods, materials, strategies and classroom management techniques appropriate for the gifted. Several handbooks and outlines for this have been field tested and are available.

Use of formalized documents which are negotiated between special and regular classroom teachers help achieve a close relationship between the regular and special programs. The documents should delineate goals to be jointly and separately accomplished. The document might be called an Individualized Education Program (IEP), but the forms designed by Renzulli for his program models would also serve this purpose.

Another recommendation from the literature was that districts should develop written guides for enriching, adapting and extending the regular curriculum guidelines. The state of California has developed (and updated) curriculum guides in many subject areas for gifted students. Although mainly used in special, separate classes for the gifted, the guides may serve as a model for a supplemental guide to adapting the regular curriculum for gifted students.

Effective communication between teachers in special gifted programs and the teachers in regular classes is clearly the key to integration of services. A more formalized communication method would be the use of a consultant teacher model. In this model, the consultant teacher provides assistance to the classroom teacher who directly instructs the gifted students. Support from administrators and follow-through to make sure the classroom teacher/consultant teacher approach is providing effective instruction are essential to the success of this model. Less formal models for communication usually focus on training for regular teachers and mutual problem solving between regular and special teachers.

Recommendations Of Leaders In Gifted Education

Each leader interviewed stated that integration of the regular instruction with a special gifted program is rare among programs they have seen. There were several different reasons offered to explain the difficulty of achieving a relationship between the two aspects of a gifted child's education:

- Too Many Students Assigned To Specialists--Most gifted programs do not have adequate fiscal resources. This generally translates to a very high student load on the special teachers. When a specialist must spent all of his/her time providing direct instuction and traveling to sites of instruction then he/she will not be able to meet with and communicate with the regular classroom teachers. Such combination is essential to even a minimum level of integration between the regular and special programs.

- Programs Are Not Related -- In many gifted programs, the intent is to enrich the child's education, but not to adapt or alter the regular curriculum. Thus the focus of instruction during the special program is on topics not included in the regular class. If the gifted program has been designed to avoid a relationship with the regular curriculum, then integration between the regular and special classes cannot be achieved.

- Lack Of Understanding -- Both gifted program specialists and regular classroom teachers are guilty of not understanding what can and should be done for the gifted learner. Regular teachers are rarely given training or information on what they can do with gifted students and specialists often do not understand instructional approaches which can be used by a teacher in a regular classroom setting.

- Too Many Specialists -- Regular teachers are beleaguered with specialists who have different suggestions and instructions regarding individual students in a class. The focus of the regular teacher must be on the total group of students which places them in a different position from the specialist who is concerned with the unique needs of individual students.

- Abdication of Responsibility -- A child who has been identified as gifted is sometimes seen as the responsibility of the specialists. Thus many regular teachers feel that they need not worry about the gifted children in their classes because those children "get what they need" in the few hours of special instruction given by the specialists.

- Role Confusion -- Since the regular and special teacher usually have the same rank in the school system, it is difficult for them, as equals, to jointly make and implement decisions regarding a student's instruction.

As the consensus of opinion among the leaders interviewed was that integration between the regular and special programs was seldom achieved, each was asked to think of an exception to the "rule" -- a program that did manage some level of integration. They then were asked to talk about how the program staff had found a solution to this widespread and difficult problem in gifted programs. Different "key ingredients for success" were cited by the experts:

- the regular teacher is involved in program planning and has sufficient training;
- the gifted program specialist comes from the ranks of regular teachers, receives special training and then goes back to work with his/her colleagues;
- the specialist has the "right personality" to work effectively with regular teachers;
- the specialist serves as a consulting teacher or a curriculum specialist. She/he works with regular teachers in planning strategies and extending the regular curriculum. She/he provides demonstration of materials and lessons directly to students so that the regular teacher can see what to do and that the specialist is a capable teacher;

- the gifted children are clustered in a regular class and thus the regular teacher is also the "special teacher." The teacher for the clustered group has been carefully selected by the school principal for his/her knowledge, skills and attitudes in working with the gifted;

- the regular teacher is trained in a specific model of instruction which has been designed for use in regular and special settings. Two such models cited by the experts were Renzulli's Enrichment Triad and Taylor's Multiple Talents Model;

- the resource room/part-time classroom teacher for the gifted is given at least one free day per week to be a consultant to regular teachers.

Selected Materials From Professional Literature

Figure 11: Characteristics of Inservice

Programs Rated As High Quality

- There is a high degree of involvement of teachers (exchange of ideas) and the coordinator of the inservice.
- The training program receives the active support of the district through such mechanisms as: provision of release time; participation in structuring activities; providing encouragement through pay or other incentives.
- The content of the activities is comprehensive, including discussion of research findings, self-assessment of teachers or administrators, development of curriculum and introduction of new teaching methodologies.

Programs Rated As Moderate Quality

- The time allotted for inservice programs seemed insufficient (two or three meetings per year or short summer institute).
- The content of inservice meetings dealt with only one major topic (example: training in Junior Great Books without considering issues of self-assessment and identification).
- Teachers did not indicate that the inservice was especially relevant to their needs or helpful in any way.

- Training was for only two or three staff members in the district and no attempt was made to involve other teachers in activities to help them deal with gifted students in their classroom.

- Not enough information was available to rate the program, as responses were ambiguous, vague or contradictory.

Programs Rated As Poor Quality

- Districts provided only scattershot activities. There was a haphazard approach with little structure or direction.

- A genuine inservice program was once attempted but was discontinued.

- Regular building meetings were passed off as inservice training sessions. These were too informal and lacked structure.

- Informal counseling of teachers by principals or department chairpersons was considered inservice training.

Source: Center for Instructional Research and Curriculum Evaluation, University of Illinois at Urbana-Champaign. The Gifted Classroom. June 1971.

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EXEMPLARY CURRICULUM AND PROCESS MODELS FOR CURRICULUM DEVELOPMENT

Recommendations From The Professional Literature On Exemplary Curriculum Models

The majority of the curriculum models recommended in the field of gifted education are process-oriented models. They frequently train students in certain thinking or feeling processes. For the most past research on the models is inadequate; but, there are some indications that the curriculum models are effective in doing what they purport to do.

Many of the models recommended for use with gifted students were not originally designed for this particular population. They can be used with all students, but because of their focus on developing process skills, versus content knowledge, they are not frequently used in regular programs. One of the recognized "ripple effects" of gifted education programs has been the use of the models to improve teaching in the regular classroom by introducing new curriculum models to schools.

There are some curriculum materials that were developed under federal grants which target very specific topics or goals. These include career education programs, math programs, executive internships and leadership programs. Since they were typically developed under grants, they have been evaluated and may have been replicated. However, they tend to be elusive documents; and, because of the difficulty in securing copies the models are not widely used.

Most gifted programs have a variety of goals so that it becomes necessary for the program to rely on several curriculum and teaching models to accomplish their objectives. Thus the curriculum for many gifted programs are combinations of several models.

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There are seven models that are commonly used in designing the curriculum and instruction for a gifted program. These are briefly described in the sections below.

Bloom and Krathwohl: Cognitive and Affective Taxonomies

The Bloom and Krathwohl Taxonomies were initially designed to provide criteria for classifying educational objectives according to the level of complexity of thinking. Later, they were used as a structure for learning activities in which students moved through a sequential process of concept development. The Taxonomies are suitable for both purposes as the behaviors and processes used are in a heirarchy so that each higher level includes and builds upon the behaviors/processes learned at the lower level.

The Bloom and Krathwohl Taxonomies are widely used and accepted in the educational community. They are relatively easy to learn and teachers can apply them to any content area. Teachers also find that the Taxonomies help them to more precisely state objectives for learning and evaluating progress. Because of the popularity of the Taxonomies, there are many teaching materials and models which use the Bloom and Krathwohl models.

There is little research with gifted students which focus on the effectiveness of Bloom's Taxonomy as a curriculum model. It is frequently cited as being an element in the eclectic curriculums that have been found to increase achievement levels and thinking skills of the gifted. Teachers and administrators in gifted programs have recognized that Bloom's Taxonomy is an effective tool for working toward the goal of developing the higher level thinking processes identified by Bloom as application, analysis, synthesis and evaluation.

Guilford's/Meeker's Structure of the Intellect Model

J.P. Guilford's theoretical model has helped expand the concept of giftedness by viewing intelligence as having three dimensions and at least 120 identifiable abilities. This multifaceted model contrasts with the concept of the singular measure of intelligence, the IQ score which had dominated theory and practice before Guilford.

Mary Meeker has taken Guilford's structure and developed extensive instruments for assessing the level of ability in the different areas and for mapping the abilities to obtain a profile. She also has created curriculum materials which facilitate the use of the information from the assessment to develop an individualized education plan based on individual intellectual abilities. These materials are especially helpful in diagnosing learning problems among gifted students.

While the use of the Meeker materials in creating individual prescriptions may facilitate curriculum planning for gifted students, it may also lead to a highly structured, and somewhat fragmented approach to teaching. Many programs have used one of the components (operations) to develop curriculum much in the way that Bloom's Taxonomy is used. Thus, it is not usually viewed as the total framework for a curriculum, but is used as an effective component in curriculum development.

Research on the Structure of the Intellect Model is not very extensive, but results have shown that training students in the ability areas does increase their thinking abilities.

Parnes Creative Problem Solving Technique

The Parnes Model for approaching problems emphasizes generating a variety of alternatives before selecting or implementing a solution. The Model is very versatile and can be used in any content area. It may be used as a method for learning content or for arriving at creative

solutions to problems. A wide variety of teaching materials which use the Parnes Techniques are available.

The Parnes Techniques were not designed specifically for the gifted, or for any elementary/secondary education program. Parnes and Osborn developed their processes for application with business and industry problems. However, the Techniques have been widely recognized by educators of the gifted as being an important component of a gifted program. They are used as a basis for two national programs which involve gifted students -- the Olympics of the Mind and the Future Problem Solving Bowl.

There has been little research specifically on gifted students using the Creative Problem Solving Techniques, but the Techniques have been found to be effective in developing creative thinking in many populations. Most evaluative studies have found creativity training programs are successful in developing creativity, but there is an absence of evidence showing transfer occurs.

Renzulli Enrichment Triad Model

The Renzulli Traid, designed specifically for gifted students, was based on research on characteristics of gifted individuals and evaluations of effective programs. The Model divides instruction into three components. Type I and Type II enrichment activities are appropriate for all students and designed for the regular classroom. Type III activities are for gifted students and involve individual and small group investigations of real problems initially explored during Type I and II activities.

The Renzulli Model provides a system for integrating regular and special education since many enrichment activities go on in the regular

classroom. To be successful, implementation of the Model requires total school commitment and involvement.

One special consideration is adopting or adapting the Model is Renzulli's definition of giftedness which forms a basic and important assumption in his approach. Renzulli's definition is that gifted individuals possess three interlocking clusters of traits: above average though not necessarily superior general ability, task commitment and creativity.

The Renzulli Enrichment Triad is relatively new and has limited research findings on its effectiveness with gifted students. The research that is available points to positive results, particularly in the area of generating public support and reducing program fragmentation.

Taba's Teaching Strategies Program

Hilda Taba's work has focused on developing children's thinking through sequential questioning techniques. Her process models are very promising for use with children, but are not widely understood or used.

Taba's Program is designed for use with all children. The teacher leads the students through a series of sequential intellectual tasks by asking them focused, but open-ended questions within each of the four strategies: concept development, interpetation of data, application of generalizations and resolution of conflict.

The advantage of the Taba Strategies is its strong research base which shows the effectiveness of the strategies in developing higher levels of thinking in children. Through the research, teacher training and a curriculum have become well developed. The approach is also comprehensive and can provide most of the content, process and psychological learning environment modifications needed for gifted children.

The Program, however, is complex and may be difficult for many teachers to learn.

Taylor's Multiple Talents Model

This Model was based on Cal Taylor's concern that schools need to develop a variety of talents in all children in order not to waste dormant talent that resides in each person. The six talent areas included in the Model are: academic, creative, communicating, forecasting, planning and decision-making.

The Model became well known through a federally supported project, Talents Unlimited, that was nationally validated and disseminated. Educators of the gifted see the model as useful in assessing various strengths and weaknesses of gifted children and in developing a variety of skills and talents beyond the academics. Because of the emphasis on training regular teachers in talent development techniques, the program has been successful in fostering regular classroom environments that support talent in children. A series of tests and curriculum materials are available from Talents Unlimited Programs which can be used within the regular or special classroom.

There has been some research conducted on the Taylor Multiple Talents Model, but not much has focused on gifted students. The research findings have demonstrated gains in creativity, self-concept and achievement among children participating in the program.

Treffinger's Self-Directed Learning Model

A frequent goal for gifted programs is the development of independent learning skills. This model has been designed by Don Treffinger to move both the teacher and the student toward self-directed learning. The program focuses on the sequential development of skills in students for managing their own learning. It focuses on the practical skills of

independent study, as well as the thinking, or process skills, involved in self-directed learning.

There is little research on the effectiveness of this Model over a period of time. It is, however, a practical approach to teaching independent study which has been found to be an effective approach for educating gifted students.

Williams Teaching Strategies For Thinking And Feeling

The purpose of the Williams Model is to develop and enhance cognitive and affective processes involved in creativity and productivity in any content area. The Model includes three dimensions -- subject matter, teaching strategies and pupil behavior -- which are interrelated but not hierarchical components.

While the Model does not provide a comprehensive program for the gifted, it has been widely used to generate effective learning activities which combine thinking and feeling behaviors. There is no research to indicate whether use of the entire Model would actually increase the creative behavior of students. It was not developed for use in gifted programs and there is no research on its effectiveness with gifted students. Many teachers, however, have found the Model to be simple, practical and useful in providing ideas for a gifted program curriculum.

Recommendations From The Professional Literature On Exemplary Curriculum Development

The consensus of opinion in the literature is that the curriculum must be designed to accommodate the differences in learning rate, level and style which characterize gifted students. There is concern over the best way to approach such a curriculum. Should the curriculum for the gifted represent a modification of the regular curriculum and attempt to fill the gap between the needs of the gifted and the regular curriculum? Or should the curriculum be specifically designed for the needs of the gifted irrespective of the regular curriculum?

The Ralph Tyler Model of curriculum development is frequently cited as an exemplary approach to curriculum development for the gifted. Tyler suggested that the process should first start with the characteristics of a district's gifted population. Next, the needs of the target population should be balanced with what general society or a local community sees as appropriate goals. Then the general information on learning which applies to the target population should be used in developing the curriculum.

Dr. James Gallagher recommends that the curriculum should be developed through an approach which brings together subject matter experts and teachers of the gifted. Thus the best ideas in an academic discipline can be combined with best practices for educating gifted children.

Recommendations Of Leaders In Gifted Education On Exemplary Curriculum Models

Curriculum models were seen by the gifted education experts as being the means to achieving the goals of a special program. No one

model was seen as being a complete answer, all were seen as having something useful to offer educators and gifted students.

The leaders talked about current problems with curriculum for gifted students and the poor quality of existing curriculum throughout the country. They state that many, if not most, programs for the gifted are merely a collection of lessons or units which are not systematically interconnected with the goals and objectives of the program. Program staff usually start "backwards" in planning a program by picking a configuration of service, such as a three-hour-per-week resource room, then they let the limits of the configuration dictate the curriculum. The gifted program is conceptualized and conducted in too many districts as a "dessert" versus "main course" program. The students in the program get some interesting, extra instruction but the day-to-day instruction goes unchanged. The leaders also state that many advanced placement and honors programs they have seen are not appropriate for the gifted because they are not taught differently. Some programs are merely more of the same -- learning of facts via teacher lectures -- rather than opportunities for the brightest to apply their minds in more independent learning exercises.

The difficulties of developing curriculum models for the gifted were identified by several of the leaders. Many agreed that what the gifted need is based on how different they are from students around them. Thus it is best to use the existing school curriculum and extend and adapt it on an individual and small group basis for the gifted. One leader made an important point when she stated that "the responses we demand from students are what make a curriculum 'gifted.' No topic or subject is exclusively a gifted topic."

There was a consensus of opinions among the leaders on the importance of teaching process skills. Several stated that many crucial process skills are missing in the regular curriculum. The missing skills are:

- self-directed study (resource utilization, inquiry, composition, task analysis, work plans and problem solving.);
- logical/inferential thinking;
- critical/evaluative thinking; and
- creative thinking.

Most of the leaders felt that the process skills should be taught as a part of the content areas, not as a separate program. Thus the curriculum of the gifted program should be content or subject focused with an emphasis on covering the "holes" most regular curricula have in teaching process skills. Teaching process skills in isolation can lead to problems in students' applying or transferring their skills to what they learn in subject areas. Also, the increasing concern with quality education will lead to more instruction in "thinking skills" in the regular classrooms. One leader warned that if the educators in gifted programs say they provide different instruction because they teach process skills, they will soon lose their distinguishing feature as regular class teachers begin to incorporate thinking skills into their instruction.

Recommendations Of Leaders In Gifted Education On Exemplary Curriculum Development

Many of the ideas offered on the subject of curriculum models were repeated by the experts during the discussion on curriculum development. They stated that the curriculum is only one part of having appropriate

program for the gifted. How the curriculum is taught and what students are required to do may be more important that the curriculum itself. A frequently mentioned suggestion was to focus on subject areas and an interdisciplinary approach in designing the curriculum.

One expert, Sandra Kaplan, suggested a specific process for curriculum development. The basic steps in the process are outlined below.

1. Pick several persons from different positions in the school: students, teachers, principals, the superintendent, school board members. Have them set the "fixed ends" of the program or what the students should attain.

2. Pick a group of teachers and experts who have the skills to author a curriculum.

3. Decide if the program will:

   -- take the regular curriculum and make extensions and adaptations; or

   -- develop a curriculum for the gifted students that parallels the regular curriculum; or

   -- replace the regular curriculum with a special "gifted curriculum."

4. Develop a scope and sequence for the curriculum. Make sure there are multiple "means" for reaching the "fixed ends" which were decided in step one.

5. Field test the curriculum and set the implementation plan.

6. Disseminate the curriculum and train the teachers.

7. Follow through with the implementation plan and evaluate the curriculum to make sure it is working.

Advice offered by other leaders interviewed during the study included:

- use the Renzulli Compacting Process to adapt the regular curriculum to gifted students. Use the other aspects of the Renzulli model as a program management system;

- utilize Taba's Strategies to develop higher level thinking skills and Parnes' Creative Problem Solving Techniques in developing creative thinking abilities;

- utilize Taylor's and Williams' models to provide more appropriate instruction to gifted students during their regular classes;

- select various models for the curriculum after setting the goals for the program. The assumptions of the models should be compatible with program goals;

- do not teach process skills in a vacuum, integrate them in the curriculum;

- develop a curriculum with the following characteristics:
  - consistent emphasis on higher-level thinking skills;
  - exposure to high-level and sophisticated content;
  - opportunity for independent study.

Figure 12: Guidelines For Selecting Curriculum Model

APPROPRIATENESS TO THE SITUATION

1. To what extent do the purposes of the model match the needs of the students, the school philosophy, parental values and teacher characteristics?

2. To what extent do the model's underlying assumptions fit reality? (e.g., if the model makes assumptions about the characteristics of gifted students in general, are they true of those in the program?)

COMPREHENSIVENESS

1. What content modifications are provided by the model?

2. What process modifications are provided by the model?

3. What product modifications are provided by the model?

4. What learning environment modifications are provided by the model?

5. Which of the modifications, not actually provided by the model, could be generated easily by the approach?

FLEXIBILITY/ADAPTABILITY

1. How easily can the model be adapted to all content areas or subject matter covered in the program?

2. How easily can the model be adapted to the present administrative structures of the school and program?

3. How easily can the model be combined with others to provide a comprehensive model?

4. How easily can the model be used with age level(s) of children served by the program?

5. How adaptable is the model to individual differences in gifted children?

PRACTICALITY

1. What materials or service are available to implement the approach?

2. What is the cost of these materials or services?

3. How much training of the special teacher and/or regular classroom teacher is needed to implement the model effectively?

4. How easily could the approach be implemented in the present situation?

VALIDITY

1. How appropriate were the methods used in developing the model?

2. How much research is available to show its effectiveness as an educational approach?

3. How much research is available to show its effectiveness as an approach to use with gifted children?

4. How much evidence is there to indicate that the model is internally valid?

5. How defensible is the approach as a qualitatively different program for gifted students?

Source: Maker, C.J. Curriculum Development for the Gifted. 1981.

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EXEMPLARY PROGRAM DEVELOPMENT MODELS, INCLUDING EVALUATION

Recommendations From The Professional Literature

The models recommended for program development and evaluation in gifted education are very similar to those of regular education. There are two key concepts in all models of program development and evaluation:

- The program should have a philosophy and goals which complement the school district goals; and, the subsequent selection of appropriate teaching and evaluation models should evolve from the goals; and
- The program should meet the needs of the particular population it seeks to serve; and, it should meet the needs of individual students within that population.

Several suggested processes for program development appeared in the professional literature. While some were more elaborate than others, all shared a common pattern which is outlined below:

- Obtain involvement of key individuals.
- Develop a definition of who should be served.
- Conduct a needs assessment of group and individual characteristics in the target population. Conduct an assesment of services presently available to meet those group and individual needs.
- Develop a philosophy for the program which relates to the district philosophy. State what the program and curriculum should accomplish.
- Develop program goals.
- Choose teaching and curriculum models to be used.
- Develop objectives and implementation plans that specify content, process and expected products/outcomes.
- Develop evaluation procedures that will assess student growth and program effectiveness according to the set goals.

A more complete description of the process is available in chapter six of June Maker's book, Curriculum Development for the Gifted and in

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Joyce Van Tassel-Baska's publication (both are listed in the bibliography).

Much of the professional literature points out the problems inherent in evaluating programs for the gifted. The population, by definition, is not "normal." Therefore, many of the assessment devices which were designed and tested with a normal population are not appropriate. Also, since students are not assigned to gifted programs on a "random basis," there are problems with using the traditional experimental research designs to determine program effectiveness. There are some common models of evaluation that will apply, and some of these are recommended and included in the section on "Selected Materials On Evaluation From Professional Literature."

Relatively few tests are available which are appropriate assessments of the process-oriented goals of most gifted programs. Also, most assessment instruments have a "test ceiling" that is too low to adequately determine progress in gifted children. In other words, the children usually score in the upper limits of the test when they enter a program. So their achievement gains in the program cannot be adequately measured on the test due to limited test items or scoring instructions. Since many standardized tests are not as effective in determining gains in learning among gifted students, more subjective techniques are frequently used.

Recommendations Of Leaders In Gifted Education

A repeatedly stated and underscored recommendation from the experts interviewed was that any program development effort must support what people are already doing in a district. The program planners must take into consideration the community needs and resources, the school

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district resources (as a whole as well as individual teachers, administrators and students) and "ways of doing things" in planning approaches to meet student needs.

Because local resources and needs must be woven into a program design, the program development process should begin with a comprehensive evaluation of what the individual and groups in the target population need and what exists in the regular program. Then the planners should determine by school and grade level which needs can be met in the student(s) regular classroom and which needs will have to be met through supplementary services.

There has been some dissent as to whether a program should be designed first and then the students selected or whether the students should be selected and then the program designed. The first approach may seem illogical but has been widely used due to a lack of resources to serve all gifted children. Thus some districts have decided what they can do based on their human and fiscal resources, designed a program for those resources, then selected students who can "fit into" the program. In West Virginia, where the needs of gifted students have been given a high priority, programs based on students needs are likely to be developed.

The leaders agreed that some type of plan is essential to articulate how the program will meet individual student needs. It can be an Individualized Education Plan (IEP) or an Accountability and Instructional Management Plan (AIM), but it must insure that the program is not simply forced upon all students. While this may seem as simple concept, many programs for gifted students are designed and implemented without adaptation to meet student needs. For example, one district in Florida decided that math was important for their gifted students, so the entire

program was shifted to focus on advanced math instruction. Many of the students selected for the gifted program had superior verbal abilities and only average or above-average mathematical abilities. Thus the new program objectives not only ignored the individual abilities that were most in need of supplementary services (e.g., verbal abilities that far exceeded those of their regular classmates), it also demanded a level of mathematical competence that some of the children did not have.

With regards to program evaluation, the experts agreed that gifted programs must make significant improvements in their evaluation efforts. Most stressed that the critical need in evaluation of gifted student services is in the area of formative evaluation. Programs need to collect and utilize information on an ongoing basis that will help them make the program better, improve the curriculum and help individual children. One expert stated it well when she said that program staff should "plan for constant input on the program."

While formative evaluation should go on throughout a program, summative evaluation (did the program meet its objectives) should occur after an extended period of time. Two or three years are the minimum amount of time needed for a program to reach a stage when it can be reasonably evaluated in terms of effectiveness in reaching its goals.

Selected Materials On Evaluation From Professional Literature

Figure 13: Standards for Evaluating District Gifted Programs

- Student Involvement and Enthusiasm
  - -- seek active involvement and excitement
- Intellectual Atmosphere
  - -- thinking is not flabby but rigorous and entered into with curiosity, openness, engagement and responsibility
- Higher Thought Processes
  - -- emphasis on higher, more complex processes such as application, analysis, synthesis and evaluation
- Independence
  - -- emphasis on existence of number of options for the student and many opportunities for self-initiated activities
- Divergence
  - -- opportunity for many solutions, alternatives and points of view
- Self-Concept
  - -- emphasis on building self-understanding and self-confidence
- Innovativeness
  - -- must see something different going on with gifted students, with "different" varying with the school district

Source: University of Illinois, The Gifted Classroom. June 1971.

Figure 14: Evaluation of District Program for Gifted

- Director Interview: two-hour structured interview with questions on program goals, activities, standards for student success, student identification, teacher training, teacher selection, teaching materials and evaluation procedures.

- Teacher Interview: two-hour structured interview on same topics as Director Interview, plus questions on the role of the director and unintended outcomes of the class.

- Student Interview: half-hour interview with a few students with questions on goals, activities, student success, evaluaton, the best things about the class and what things the student would change.

- The Class Activities Questionnaire: an evaluation instrument filled out by the program director, teacher and all students which gives a reading on: cognitive factors of Bloom's taxonomy, affective factors (such as enthusiasm, independence, etc.), estimates of teacher talk, homework and open-ended comments.

- Classroom Observation: one class period observation using Flanders' Interaction System for categorizing teacher and student talk. Observation of the classroom setting.

- Documents: program documents and sample exams from teachers.

Source: University of Illinois. The Gifted Classroom. June 1971.

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Figure 15: Rating Program Quality

HIGH QUALITY	A highly developed and well executed program utilizing good ideas which are appropriate for gifted. The program has readily identifiable goals, utilizes appropriate activities and shows evidence of positive results.
MEDIUM QUALITY	An operational and fairly adequately executed program utilizing good ideas which are appropriate for gifted.
LIMITED QUALITY	An underdeveloped, poorly executed program utilizing traditional approaches marginally appropriate for gifted. The program has classes in operation, but goals and activities are not clearly defined or are traditional and limited. Important considerations for the gifted are overlooked.
LOW QUALITY	A developmental program with no classes of students meeting at least one hour per week; a training program for teachers may be in operation but goals and activities for gifted students are either inappropriate or underdeveloped.
NO PROGRAM	No classes in operation, no students identified and no coordinated training program for teachers.

Source: University of Illinois. The Gifted Classroom. June 1971.

Figure 16: Diagnostic and Evaluation Scales for Differential Education for the Gifted

KEY FEATURE A: PHILOSOPHY AND OBJECTIVES

Program Requirement 1: Existence and adequacy of a document
Program Requirement 2: Application of the document

KEY FEATURE B: STUDENT IDENTIFICATION AND PLACEMENT

Program Requirement 3: Validity of Conception and Adequacy of Procedures
Program Requirement 4: Appropriateness of Relationship between Capacity and Curriculum

KEY FEATURE C: THE CURRICULUM

Program Requirement 5: Relevance of Conception
Program Requirement 6: Comprehensiveness
Program Requirement 7: Articulation
Program Requirement 8: Adequacy of Instructional Facilities

KEY FEATURE D: THE TEACHER

Program Requirement 9: Selection
Program Requirement 10: Training

KEY FEATURE E: PROGRAM ORGANIZATION AND OPERATION

Program Requirement 11: General Staff Operation
Program Requirement 12: Administrative Responsibility and Leadership
Program Requirement 13: Functional Adequacy of the Organization
Program Requirement 14: Financial Allocation
Program Requirement 15: Provision for Evaluation

Source: Ward & Renzulli in Renzulli, J.S. A Guidebook for Evaluating Programs for the Gifted and Talented. 1975.

Figure 17: Limitations of Program Evaluation Designs -- Gifted

1. Student Growth: a display of student growth over time in an academic subject area or in their thinking skills is not definite proof of program effectiveness. Gifted students tend to show even greater mastery and faster growth than average students, even under conditions of mediocre education. What is needed is a baseline of growth that would be expected of the gifted student without any special program that could be compared to growth under special education.

2. Topping Out: gifted students traditionally score at or near the top in performance on many test instruments. This leaves little or no room to show gains as a result of a particular program. Gain scores are often unreliable evidence anyway.

3. Individualized Objectives: program objectives for gifted education are often designed individual-by-individual. Therefore, the administration of group achievement tests designed to measure common content tends to ignore the individual nature of the program goals.

4. Test Instruments: the available test instruments are weakest precisely in those program areas emphasized in gifted education and are constructed to cover a broad range of content rather than depth. They do not measure highest performance, but document knowledge mastery at generally low levels of abstraction.

Source: Gallagher, J.J. Report on Education of the Gifted. 1982.

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III. RECOMMENDATIONS

THE REFORM MOVEMENT IN EDUCATION: IMPLICATIONS FOR GIFTED STUDENTS

After reviewing all of the major reports on education quality and reform, there are four emerging trends that are particularly important for leaders in gifted education:

- more emphasis on individual schools as the focal unit in education;
- more emphasis on student mastery of academic subjects;
- more emphasis on all students acquiring "higher order thinking skills"; and
- more demands for schools to demonstrate wise use of resources and to improve student learning.

While advocates of programs for gifted children can sense the encouraging trends and the increasing support for gifted education, they need to understand the potential impact, positive and negative, the "excellence in education movement" may bring.

First, the rationale of most programs for gifted children is based upon the inadequacies of the regular curriculum and instruction. Gifted children clearly need more opportunities to utilize and expand their higher order thinking skills than are normally provided by schools. As regular classroom educators begin to incorporate (or claim to incorporate) thinking skills into their instruction, gifted program staff will have to shift from a primary focus on teaching thinking skills. We have known for some time that, if instruction in thinking skills is isolated from content, the student will have problems transferring the skills. Gifted education programs which continue to teach process skills by themselves should begin to infuse those skills into advanced subject instruction.

Even with dramatic improvements in the curriculum and instructional techniques used by regular classroom teachers, there will always be a defensible rationale for some special services for gifted students. Gifted students, by definition, will always be significantly advanced in their learning rates and achievement levels when compared with their classmates. Thus schools should continue to provide advanced learning opportunities for gifted students even after major reforms are successfully implemented.

Second, the shift in focus on school improvement from the higher levels in the education hierarchy to the lower levels -- individual schools and classrooms -- will dictate some major changes in those gifted programs which operate on a local district basis. In some cases, principals and regular classroom teachers have had little to say about the gifted program in their schools. A district level committee and/or coordinator planned the programs and put them in place with minimal involvement from, or training for, the school's staff. If schools become semi-autonomous units that function within policy parameters, as is being advocated, then program staff for gifted education are going to have to make training, technical assistance and involvement of school staff a very high priority. Also gifted programs which are isolated from the rest of the school must become related to the regular program if they are to be supported by the school staff.

Third, with an increased public awareness of the serious slide in student achievement in subject areas, gifted program teachers are going to have to make major changes in the focus of their instruction. The programs which use a collection of learning units, most of which are not closely tied to a subject area or to interdisciplinary concerns, are going to have a harder time defending their curriculum. Since there

will continue to be considerable pressures on gifted education programs to "stay away from the regular curriculum" and provide only enrichment experiences, the counter pressure to make the gifted program more subject/content oriented will present a serious dilemma. The most logical course of action is to develop program goals, objectives and a curriculum guide which: (1) are supported by regular administrators and teachers; and (2) anchor the activities of the gifted program in subject/content areas.

Fourth, the increase in public concern about education and the interested appropriations for education from public funds will raise demands for accountability in education. Few gifted education leaders have been asked to demonstrate the effectiveness of their programs. This is fortunate because the field of gifted education is still in an early stage of development, and most programs have not been in place long enough to be able to prove their success. But state and local policymakers are going to be asking more questions about education in general and about gifted programs. Education leaders need to be prepared to show that gifted students need the special services they receive and that those services make a difference in the development of exceptional abilities.

SUGGESTED PROCESS FOR DEVELOPING COMPREHENSIVE ADVANCED INSTRUCTIONAL PROGRAMS FOR GIFTED STUDENTS

In West Virginia, the policymakers and educators agree that gifted education programs must be tailored to individual needs. Like many other states, West Virginia views the gifted child as an exceptional learner whose unique characteristics dictate special services. West Virginia leaders also recognize that the state has a responsibility to provide guidance to local districts, schools and educators on how they

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can meet the special needs of exceptional students, including the gifted.

This section is meant to offer a few ideas on a process which may help schools understand and address the needs of gifted students as a group and as individuals. The process suggested by the author emerged from the discussions with the leaders in gifted education, from a review of the suggested reforms for education and from experience in conducting individually-focused programs for exceptional students. It is a process that will work best if it is approached as a school building, group problem-solving effort to be led by the school principal and the gifted program coordinator with support from all interested classroom teachers.

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Overview of Process

On an annual basis, the district will identify gifted students by the procedures which have already been established by state and local policies. They will then conduct the following sequence of events to determine individual student needs, which of those needs can be met in the regular classroom and what types of special services are essential to address needs which are not likely to be met in the regular classroom.

- Step One: Collect additional information on identified gifted students. Many of the tests used to identify gifted students do not provide sufficient information to help teachers make important decisions on the child's learning needs. In some cases, teachers are only told the child is gifted, or perhaps given the score the child made on the tests. At a minimum, teachers must know about the child's performance on each subtest and the implications of that performance for their educational program. Teachers should have complete information on current achievement levels in the essential knowledge and skill areas in reading, mathematics and other key content areas. The teacher must also know the child's strengths and weaknesses in essential process skills such as communication, self-directed learning, critical thinking, logical thinking and creative problem solving. To obtain this information, teachers and psychological services personnel will need to use available tests and create informal procedures to round out the picture of abilities for each identified gifted child.

- Step Two: Develop Student Profiles: Creating student profiles for each identified handicapped child is a well widespread practice. Even in states where the exceptional child model applies to the gifted, as well as to the handicapped, the use of detailed student profiles to make education decisions for the gifted is not common. If school leaders are seriously committed to quality in gifted education programs, then they must acknowledge the vast differences in abilities among the gifted and provide programs accordingly. To address individual student needs educators must know the student's abilities. A suggested form for student profiles is included. (See Figure 18.) Using the structure or specific elements in the suggested form is not essential, but the written articulation of individual student abilities in a profile format is critical to the success of this process.

- Step Three: Compile Student Profiles and Create School Composites. Once student profiles are completed, an ideal program process would be to create exactly the experiences each individual child needs. This is not possible for most schools and districts. So the next, more realistic step after completing the individual student profiles is to see the pattern in the collection of student profiles. The schools can create a service delivery plan according to the grouping of students suggested by the pattern of the profiles. The schools can create a service delivery plan according to the grouping of students suggested by the pattern of the profiles. A suggested form for compiling the student profiles is enclosed (see Figure 19). The initial compilation should take

place at the school building level. Then the district should compile building profiles to determine what special services could be shared among buildings.

A planning committee group in each school should be responsible for creating the composite profile for their school. If the school is of sufficient size, each grade level will have a composite profile; and, the teachers in that grade level will work with the principal and the gifted coordinator on a program plan. If it is a small school, the principal, the gifted coordinator and regular teachers may wish to look at a cluster of grade levels, compile a composite profile for the cluster and then create a program plan.

- Step Four: Examine patterns and develop a program plan for the next school year. This step is similar to a case study committee process, whereby the committee looks at the individual needs and determines which existing school resources will address some of these needs and identify what types of additional services are essential to address other needs. The process being suggested will focus less on individual students at this stage and will try to discuss options for small groups of gifted students with similar achievement levels in each subject area. Unusual gifted students, such as those with highly advanced achievement and those with special problems, will receive more individualized attention during the planning process.

Figure 18: Suggested Form For Student Profile

A. Basic Information: Student name, school, tests used/who administered/dates, etc.

B. Profile of Ability Level by Subjects

Instructions: Indicate level of achievement by subject area.

Level III: Student is more than three years ahead of other children from the same grade in their school in this subject area.

Level II: Student is two to three years ahead of other children from the same grade in their school in this subject area.

Level I: Student is one to two years ahead of other children from the same grade in their school in this subject area.

Special Studies: Student is capable of work at Level I, II or III but due to special problems (background, weak essential skills, under-achievement, handicap) will need special prepartory assistance before placement in advanced instruction.

C. Profile of Ability Level in Process Skills

	Reading	Writing	Social Science	Science	Mathematics	
Level III						Needs intensive, advanced instruction
Level II						Needs advanced instruction
Level I						Needs some extension or adaptations of regular curriculum
Special Studies						Needs tutorial help counseling, or the special preparatory program

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D. Personal Profile (one to two sentences summarizing each area)

special interests and abilities:

Work habits/motivation:

Self-concept:

Special problems/needs:

E. Special Services Needed In Addition To Advanced Subject Instruction

Counseling

Grouping with others for:

Special interest seminars
Interdisciplinary seminars

Community Experiences

Figure 19: Composite School Profiles

Complete chart for each grade level or for a cluster of grades.

	Communication	Self-Directed Learning	Critical/ Evaluative Thinking	Logical/ Inferential Thinking	Creative and Productive Thinking	
Level III						Student is ready for application of skill
Level II						Student needs opportunities to master skills
Level I						Student is ready for introduction of skills

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The process of planning the actual program for a school consists of examining the pattern of student profiles and determining the best way to combine regular and special program resources to address student needs. It may be helpful to use the following sequence to conducting the planning activities.

- Look at the overall profile. Are there just a few students in Level III in any subject? Are there any students who are at Level III in all subjects? How many subjects are in the "Special Studies" category? How many students are in Levels I and II in each of the subject areas? The pattern will naturally suggest some of the program needs. For example, if there are a few students who are Level III in all subjects, they probably should be clustered and served in an intensive program for much of their school day. A high number of students in Level I and II in a single subject area may also suggest a natural cluster group for regular classroom assignments. A teacher who is recognized for his/her strengths in that subject area would be a logical teacher for those students that year.
- Examine the Level I ability grouping for each subject area. How many students are at Level I in each subject area for a particular grade level (or cluster or grades)? Should they be clustered in one class? Should they be spread out among teachers who are willing to make the adaptions in the regular curriculum extentions needed by those students? Do the

teachers need any training or assistance to prepare and conduct the needed adaptations/extensions in the regular curriculum? How will they receive that training/assistance? Who is responsible for tracking the instruction during the year to make sure that adaptations/extentions are made and that the teachers have the resources they need?

- Examine the Level II ability groups. How many students are at Level II in each subject area for a particular grade level (or cluster of grades)? Is it possible to group them together on a part-time bais for instruction in their Level II subject areas? If it is not possible to create a special, part-time grouping for that subject, how can the gifted program specialist work with the regular teacher to implement an advanced learning program in that subject area? Which regular teachers want to have a Level II student in their class, which subject areas would they prefer? What training and assistance must be provided to regular teachers so they can provide Level II instruction to the gifted students functioning at that level? For those students who are Level I in some subjects, and Level II in other subjects, what is the best way to deliver the different levels of instruction through regular and special services? Schools may find the resource room model useful for serving students who are Level II in some but not all subjects. Also, special Level II part-time classes could be scheduled by subject areas so that students would leave their regular class only for the subjects they need at that instructional level.

- Examine the Level III ability groups. The process is similar to that of examining the Level II ability groups. However, the school should assume that special services are needed to provide Level III instruction. Thus the questions are as follows. Is it possible to group the Level III students for instruction in their Level III subject areas? Who within the school or community is capable of providing that level of instruction? This can be a problem at the senior high school level. How can the students be scheduled with the instructor for a reasonable period of time to achievel Level III instruction? Are there any students who are at Level III in all subject areas? How are they distributed across grade levels and schools? Does the distribution pattern suggest a program delivery mechanism such as a full-time class, or a one-day-per-week class for students from around the district? Is a tutorial type program or independent study the only viable way to serve some or all of the Level III students?

- Examine students by subject areas. Students are likely to be Level I in some subjects, Level II in other subjects and maybe Level III in a single subject. Students who are at the same level in all subjects are likely to be rare. Thus a planning committee/group may find it easier to look at students by subject areas and plan for different levels of instruction within that single subject area. Teachers may choose to have all students who are at Level II and III in math placed in a special part-time class for that subject. They may elect to serve Level II and III reading students through an independent reading program based in the regular classroom with periodic

reading discussion groups for the gifted students. Other combinations of regular and special services are possible.

- Create the plan. After working through the above question, the planning committee should be able to create a basic framework of a program with a patchwork of regular class clusters and special services such as part-time classes, tutorials, independent students and, perhaps, some full-time classes. The committee should then go back through the individual student profiles and schedule the children into the various regular and special programs. The committee will probably have to make adjustments in the program schedules to accommodate individual cases.

  Once the committee completes the schedule, they should list what they will need to implement the program. What type of training and assistance will the regular classroom teachers need? What is the schedule for the gifted program specialists? Will the specialists need additional training and assistance to meet their responsibilities in the program? Will community people be needed to help implement the plan? Who will coordinate the plan and how will the members of the planning committee work together during implementation?

- Recheck to ensure individual needs are met -- including the need that gifted students have to be with each other. In some cases, the resources of the school and the composite of student profiles can result in a plan in which all advanced instruction is provided by regular classroom teachers with assistance from specialists. In such cases, the school should

make every effort to cluster group the gifted students to work together and/or to provide other periodic opportunities for gifted students to work together. Special interest seminars and community experiences are a few of the ways schools can meet the gifted child's need to "rub with like minds."

Any plan which purports to provide advanced instruction to a significant number of Level II and III students without any special services should be carefully reviewed. If the plan is to be completely implemented by regular teachers, they must have the training and motivation to instruct gifted students. They must also have the time to provide advanced instruction. A reduction in the number of students, classes and other school activities should be made for all teachers responsible for Level II and III instruction.

The purpose described in the preceding pages is simply a method for organizing information about gifted students so that all educators --regular and special -- can work together to plan instruction programs. Many districts may find it a difficult process to follow initially because it is not a ready-made program. Also the process cannot be handled as an assignment for one person who completes the work without impinging on other professionals' time. It is a collective decision-making process with all of the attending advantages and disadvantages. The expected outcomes of the process -- total school support, better use of existing resources, integrated programs -- seem to justify the extra work of a collectively-planned, gifted education program.

Role of Gifted Education Specialists

As principals and regular teachers become involved in planning and providing appropriate instruction to gifted students, the role of the gifted education specialists will shift. They will become expert advisers to the general educators, as well as facilitators and coordinators of school planning groups. Most specialists will continue to work directly with gifted children, but their instructional time will be concentrated on the gifted students whose needs cannot be met by the regular classroom teacher.

The specialists will probably need to function in slightly different roles at the different levels in subject areas. For Level I instruction the specialists could work with regular teachers to:

- provide demonstration lessons on how to alter the curriculum;
- provide teacher and student materials, learning centers, & sample lessons;
- locate specific resources for teach[illegible]s; and
- track implementation and coordinate formative evalaution activities.

At Level II, the specialists could:

- provide the same supports for Level I instruction if the Level II instruction is going to be provided by the child's regular classroom teacher;
- provide part-time classes, resource room support for Level II instruction not provided by regular teachers; and
- track implementation and coodinate formative evaluation activities.

At Level III, the specialists could:

- if appropriate, provide instruction in full-time classes, part-time classes, resource rooms;
- locate master teachers, people in the community or higher education faculty who have sufficient expertise to teach very advanced material in a subject area; and

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- track implementation and coordinate formative evaluation activities.

The role of the specialists in ensuring that gifted students receive training in process skills at Levels I and II (introduction and mastery of skills) could be to:

- provide instruction in part-time classes and/or resource rooms;
- provide demonstration lessons, teacher and student materials and other resources/assistance so that regular teachers can integrate process skills with subject areas; and
- track implementation and coordinate formative evaluation activities.

To provide Level III (application) learning opportunities for process skills the specialists could:

- supervise independent study activities or provide other appropriate opportunities;
- assist regular teachers with integrating process skills into subject areas; and
- track implementation and coordinate formative evaluation activities.

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State Leadership In Enabling Districts To Create Comprehensive Advanced Instructional Programs For Gifted Students

The process discussed in the preceding pages needs to be reviewed and refined by a knowledgeable group of educators from throughout West Virginia. Then it should be field-tested by several school districts. To be successfully implemented, the suggested approach to program for gifted children will require sufficient human and fiscal resources for training and technical assistance to regular educators. In addition, the state may wish to support services by providing guidelines on the following:

- extensions and adaptations to the regular curriculum which are useful in providing Level I instruction in each subject area;
- advanced learning opportunities suitable for Level II instruction in each subject area, including guidance on subject acceleration;
- intensive advanced instruction suitable for Level III instruction in each subject area, including guidance on subject acceleration offered through the child's school or through an outside individual or institution; and
- a hierarchy of process skills along with curriculum guides on how to provide introduction, mastery and application activities in various subject areas.

CONCLUSION

The recommendations offered are meant to stimulate further thinking on specific solutions to many problems in the education of the gifted. The findings from the professional literature and the interviews with experts point to the need for changes in current practice if schools are to systematically develop the abilities of their brightest students. This should surprise no one. The popular wisdom of any field changes over time and gifted education seems to be poised on the edge of another evolutionary phase. It is the author's hope that this third section of the report will help educational leaders in West Virginia as they move to a "quality era" in the education of their gifted children and youth.

NATIONAL ASSOCIATION
OF STATE BOARDS OF EDUCATION

State boards influence the educational directions in the state. State boards do not act alone; they interact with the chief state school officer, the legislature, the governor, local constituents and state level associations of administrators, teachers and school boards. Through their state level policy development and adoption process, and by virtue of their relationship with the state legislatures, state boards determine the tone, direction and quality of education in their states.

Created in 1959 with an initial membership of eleven states, the National Association of State Boards of Education (NASBE) now has a membership composed of the state boards of education in 46 states, and five U.S. territories. It is a dynamic and effective Association representing these state boards of education as they seek to promote quality education in the states and to strengthen the tradition of lay control of American public education.

NATIONAL ASSOCIATION
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CHAPTER II

PROGRAMMATIC DEFINITION FOR THE EDUCATION OF INTELLECTUALLY GIFTED STUDENTS

PROGRAMMATIC DEFINITION FOR THE EDUCATION OF

INTELLECTUALLY GIFTED STUDENTS

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1.0 RATIONALE

> ". . . we still have not fully accepted the interaction concept--the concept that we can create giftedness through designing enriched environments and opportunities or that we can destroy it by failing to create those environments."
>
> James J. Gallagher

Programs for intellectually gifted students are logical manifestations of concern for individual differences, for equality of educational opportunity and for the optimal development of each child. The recognition of individual differences among children and the commitment to educate each child in accordance with his/her potential are fundamental to American educational practice.

National studies have refuted the comforting notion that the gifted will make it on their own by documenting high dropout rates, widespread patterns of underachievement and low functioning of intellectually gifted students in the absence of appropriate educational programming. If the intellectually gifted students' years in the school system are to be productive and successful, special educational provisions must be made for these students. Experiencing, earlier and more intensely, the intellectual and emotional growth that allows a student to become an active participant in the formal educational process, the intellectually gifted student is too often debilitated by a heightened degree of tension between the perceived needs of the group and those of the individual.

Through the provision of special education programs for the intellectually gifted, a greater number of promising individuals will be discovered and nurtured, to their benefit and to that of society.

1.1 THE LEARNER

Intellectually gifted students have unique needs, characteristics and special abilities that dictate special educational services. While every gifted student will not possess all of these characteristics, each will evidence many of the following:

- a superior facility for language, that is, the student is highly verbal, has an advanced vocabulary, possesses superior communication skills, reads several years above grade level and/or creatively manipulates language;
- a superior facility for cognition and conceptualization, that is, the student is highly observant, has keen insight into cause and effect relationships, creatively manipulates symbols, has ability to abstract, analyze, synthesize and/or demonstrate a rapid mastery and recall of facts;
- a superior facility for creative/productive thinking, that is, the student may set high standards and goals, may demonstrate high physical and intellectual energy levels, curiosity, motivation, a prolonged attention span, creativity and/or inventiveness;
- a superior facility for socialization, that is, the student is open and sensitive to others, has a well-developed sense of humor, assumes leadership roles, accepts nonconformity and/or is tolerant of ambiguity;

- unique psychological patterns, that is, the student may demonstrate uneven patterns of achievement, have unrealistically high expectations for self and others, exhibit extremely high levels of sensitivity and manifest difficulty in the development of self-concept, self-esteem and interpersonal relationships.

1.2 PHILOSOPHY

Education for intellectually gifted students is based upon the assumptions that: education provides all students the opportunity to develop their potential to the maximum; and, to be effective, education must be provided in accordance with students' developmental levels.

By virtue of their potential for advanced intellectual development, intellectually gifted students share certain learning characteristics that cause their educational needs to differ significantly from those of others their age. Development of this exceptional ability requires a differentiated education that includes both quantitative and qualitative curricular modifications. Therefore, educational programs for intellectually gifted students must provide a broad range of opportunities that include both extended and accelerated learning experiences which are commensurate with each student's need.

As exceptional learners, intellectually gifted students are to be educated in the least restrictive environment that affords the optimal opportunity for intellectual development. The regular classroom setting with chronological age peers is the starting point from which these students move into more intellectually challenging, and therefore less restrictive, settings.

To provide each intellectually gifted student an individualized education in this environment, gifted programs, staffed by qualified personnel, must offer a range of educational placement alternatives

within the school and the community. Such programs develop advanced academic and process skills; thus preparing these students for their anticipated adult roles.

Only through the collaborative efforts of the total educational system, parents, students and the community will an appropriate education be achieved for these exceptional learners.

1.3 EDUCATIONAL GOALS

In order to allow each intellectually gifted student to fully develop to his/her maximum potential, those responsible for education of the gifted must:

- make educational decisions for intellectually gifted students based upon the state's philosophy of gifted education;
- develop and maintain a continuous needs assessment system;
- ensure that students are provided a curriculum relevant to their unique abilities and needs;
- provide an instructional system that best implements the curriculum goals appropriate to each student by:
  - instructing students utilizing rates, styles, methods and materials appropriate to their needs,
  - providing an instructional learning environment conducive to developing a positive attitude toward learning,
  - organizing a continuum of appropriate learning alternatives to encourage the individual growth of gifted students with varying levels of ability, interests and needs;
- develop a comprehensive plan for staffing, staff development and clarification of roles and responsibilities for those involved in the education of intellectually gifted students;

- provide an organizational structure that can facilitate curriculum experiences for the intellectually gifted student that the regular classroom alone cannot offer by:
  - developing a continuous system for referral, assessment and identification procedures,
  - implementing an appropriate individualized education program for identified intellectually gifted students;
- implement procedures to evaluate the gifted program;
- establish communication procedures to involve intellectually gifted students, educational staff, parents and community in the educational programs for these students;
- ensure appropriate fiscal support for the gifted program;
- provide appropriate facilities and equipment for the gifted program.

2.0 NEEDS ASSESSMENT

The needs assessment process for the education of intellectually gifted students specifies goals and objectives and assesses the extent to which those goals and objectives are being achieved. The purpose is to identify discrepancies that exist between desired goals and objectives and current programs. Each discrepancy identifies a need.

As goals, discrepancies and priorities change with time, it is essential that an ongoing needs assessment be an integral part of the educational program.

The needs assessment process shall:

- specify desirable goals and objectives which reflect the following:
  - federal and state legislation
  - state regulations and policies
  - local, state and national concerns
  - school data
  - teacher reports and comments
  - student requests and comments
  - parental concerns
  - community concerns
  - higher education requirements
  - educational research
- determine the relative importance of the goals and objectives through the utilization of the expertise of a broad representation of teachers of the intellectually gifted,

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parents, intellectually gifted students, community groups, school board members, programmatic area and/or county curriculum directors, principals and other professional personnel;

- assess the degree of discrepancy between program goals and objectives and the degree of attainment with particular attention given to objectives which have received high ratings of importance and whose present level of attainment is substantially below desired levels;
- determine discrepancies which are most important to address as these identified needs serve as guideposts for the purpose of setting new priorities.

3.0 CURRICULUM

Curriculum refers to the planned learning experiences designed to meet the needs, interests and abilities of students. Based on the unique characteristics and special abilities of intellectually gifted students, the curriculum for these students includes the following four areas:

I. MASTERY OF BASIC LEARNING OUTCOMES

The intellectually gifted student will have the opportunity to master the basic learning outcomes in all required areas of the curriculum;

II. MASTERY OF EXTENDED LEARNING OUTCOMES

The intellectually gifted student will have the opportunity to master extended learning outcomes in content areas identified as an area of special need, interest and/or ability. Extended learning outcomes are developed at a higher level of complexity, a higher degree of abstractness, or include topics not in the basic curriculum. They emphasize cognitive skills with particular focus on critical thinking skills;

III. ADVANCED LEVELS OF PROFICIENCY IN PROCESS SKILLS

The intellectually gifted student will have the opportunity to master the following process skills to a greater degree of proficiency than provided in the basic curriculum:

- problem-solving skills, for example, inductive reasoning, deductive reasoning, inquiry, scientific method, creative problem solving;

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- creative thinking skills and behaviors, for example, fluency, flexibility, elaboration, originality, curiosity, imagination, risk-taking and complexity;
- independent learning skills, for example, research skills, study skills, individual and group investigative projects, organizational skills, time management;
- philosophical inquiry skills, for example, logic, ethics, aesthetics, politics, ontology;

IV. UNDERSTANDING OF SELF AND SOCIETY

The intellectually gifted student will have the opportunity to develop skills in the following areas: group dynamics, leadership, future-planning, decision-making, socialization, appreciation for human similarities and differences, development of a positive self-concept and self-understanding.

The Individualized Educational Plan (IEP), which is the central educational document for exceptional learners, specifies the curriculum for each gifted student. Each of the above areas is to be addressed in the gifted student's IEP. Mastery of learning outcomes, as specified in the IEP, takes priority over time spent in instruction.

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4.0 INSTRUCTION

Instruction is the process for implementing the curriculum. Instruction for the intellectually gifted student is based upon clearly defined objectives that take into consideration the exceptional abilities and unique potential of these students and the anticipated social and professional roles they typically assume as adults.

In an ever-changing global society, intellectually gifted students must receive instruction which encourages the generation of creative and inventive products commensurate with their abilities, interests and styles of learning. Product generation stresses investigation of relevant problems, transformations of research for specific audiences and the development of evaluation skills.

The Individualized Education Program (IEP) provides a well-planned and systematic approach to instruction. The IEP is the central educational document which specifies the instructional program for each intellectually gifted student. As such, it addresses modifications to be made in regular educational programs, the learning environment and specific learning alternatives to be implemented.

Instructional strategies for intellectually gifted students target the unique characteristics and developmental levels of the early childhood, middle childhood, and/or adolescent intellectually gifted students. A range of learning alternatives will be available to meet the needs of individual students.

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- Early Childhood

During the early childhood years, attention will be given to the intellectually gifted child's social and emotional growth as well as his/her intellect. The young child needs learning experiences that encourage exploration and experimentation. The young student is curious and eager to learn, typically utilizing concrete, manipulative activities in order to acquire concepts.

Because there is often a discrepancy between their intellectual development and physical, social and emotional development, the absence of specific skills and abilities of the early childhood gifted student may render them incapable of implementing their ideas and projects, thereby creating intense frustration and/or fear of failure on the part of the student.

- Middle Childhood

Intellectually gifted learners experience earlier and more intensely a middle childhood learner's struggle for independence. The search for a sense of self; heightened conflict between the innate feeling of being different and the need to be a part of the group; and, the heightened awareness of, and concern for, the world around them often converge to make this period of development especially painful for these exceptional learners. This period also is one in which some gifted learners demonstrate potential for/mastery of highly advanced learning outcomes in mathematics and/or other specific curricular areas which require the ability to manipulate abstract/conceptually complex concepts.

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- Adolescent Education

Intellectually gifted students at the adolescent level display individual differences to a much greater degree than do other gifted learners. They have the ability to be more involved in decision-making regarding choices of materials, content, strategies, outcomes and products. Their high intelligence, multiple talents and ability for success in many fields may cause difficulty in narrowing career choices. If properly counseled, the gifted adolescent learner will transform this difficulty into an advantage by intelligently developing criteria, comparing options, combining seemingly unrelated fields and pursuing their choices with high motivation.

Therefore, a variety of learning alternatives, adapted to the students' particular educational needs at each level, should be provided.

I. INSTRUCTIONAL PRACTICES

The instructional program for intellectually gifted students includes teaching and learning strategies and methods appropriate to the needs of these students. Assessment of learning styles is integral to the instructional program for intellectually gifted students. It is essential that appropriate materials and resources be provided for their instructional program.

II. LEARNING ENVIRONMENT

An appropriate program for the gifted learner reflects modification of the regular instructional setting. Positive

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responses to challenging and difficult tasks by a gifted student evolve most readily in a psychologically supportive environment where the child feels emotionally secure. Gifted students often differ from one another in more ways than they resemble each other, thereby necessitating a variety of changes in the instructional setting. When there is modification in content, process and/or product, changes in the learning environment are also necessary. The learning environment must be sufficiently flexible to permit both the necessary time and supportive climate essential to the pursuit of creative and innovative avenues of thought. It should:

- be student-centered
- be self-directed
- be open
- be complex
- be accepting
- permit and encourage high mobility

III. LEARNING ALTERNATIVES

Learning alternatives to be considered in accordance with each intellectually gifted student's individual abilities, needs, and goals include:

- Regular Education Program with Modification
  - modification of regular classroom
  - enrichment
  - acceleration
  - grouping
  - counseling

- Regular Education Program with Resource Services
  - resource room
  - resource center
- Special Education Program: Self-Contained
  - self-contained gifted class
  - school-within-a-school
  - magnet school
- Special Education Program: Special School
  - school-within-a-school
  - self-contained gifted school
- Special Education Program: Out of School Environment
  - mentorship
  - internships
- Special Education Program: Residential facility
  - Governor's Honors Academy (Summer)
  - residential school (when developed by the State).
  - other programs as developed.

5.0 PROGRAM STAFFING

The instructional program for intellectually gifted students is the joint responsibility of the regular and special education instructional staff and requires total school involvement in the education of these students.

The regular education program for intellectually gifted students must be modified in accordance with the students' identified abilities, needs and goals. This requires that regular classroom teachers participate in the delivery of the instructional program for intellectually gifted students.

The unique needs, characteristics and abilities of intellectually gifted students also require that instruction be provided by professional personnel certified in the education of gifted students. The role of the teacher of the gifted is to facilitate and implement the individualized education program as well as to provide direct, appropriate instruction for the student.

Teachers working with the intellectually gifted student must be competent in these areas:

- knowledge and recognition of the special abilities and characteristics of intellectually gifted students;
- knowledge of the content and process skills appropriate for intellectually gifted students;
- knowledge of educational techniques, strategies and methods appropriate for instructing intellectually gifted students; and,
- desire and enthusiasm to teach intellectually gifted students.

Each teacher must recognize the special needs and characteristics of the gifted learner in order to enhance the student's education. This information is provided through staff development programs that deal with the specifics of the education of intellectually gifted students. These programs should provide training in the following areas:

- knowledge of educational techniques, strategies and methods appropriate for instructing the intellectually gifted student;
- design of appropriate educational experiences for particular content areas and grade levels;
- development of strategies to coordinate the gifted program with the regular curriculum;
- modification of program practices through the use of evaluation data;
- incorporation of teacher input in the planning of short and long range goals; and,
- exchange of ideas and information that relate to all aspects of the instructional program for intellectually gifted students.

Procedures must be established for the selection of appropriate personnel for the gifted program. The professional staff responsible for the education of intellectually gifted students includes teachers, counselors, media personnel, curricular specialists, coordinators of the gifted and other administrators. All professional personnel who work with intellectually gifted students should be assigned on the basis of their ability and competence to carry out the goals and objectives of the program for the education of intellectually gifted students. Roles and responsibilities for each of those involved in the education of intellectually gifted students should be clearly defined.

6.0 PROGRAM MANAGEMENT

Program management is the process by which the educational program for intellectually gifted students is planned, organized, coordinated and evaluated. There are three components of program management:

I. INDIVIDUAL STUDENT PROGRAM

The first step in the development of programs for individual students is the identification process. This process both identifies students and analyzes their areas of intellectual strengths and weaknesses; the process is established by the Regulations for the Education of Exceptional Students.

The second step includes a Placement Advisory Committee meeting for the purposes of:

- identifying goals based on the multidisciplinary assessment;
- setting implementation objectives;
- determining a system of evaluating the progress toward meeting these goals; and,
- specifying the above in an Individualized Education Program (IEP) for the student.

II. SCHOOL AND COUNTY PROGRAMS

The overall school and county programs for gifted students must be managed in such a way as to provide the maximum opportunity for each student to successfully meet the goals and objectives of the IEP.

III. STATE PROGRAM

The state shall establish a management system for the statewide program for intellectually gifted students.

The Program Management system should consist of the following:

- a statement of mission for the program, based on the characteristics of intellectually gifted students and the Programmatic Definition for the Education of Intellectually Gifted Students;
- a system of continuous needs assessment to determine the effectiveness of the overall system in providing opportunities for intellectually gifted students;
- identification of goals for the intellectually gifted program, reviewed and updated at least annually;
- establishment of implementation objectives to operationalize the goals;
- an evaluation system for analyzing how successfully the goals and objectives are being met.

7.0 EVALUATION

Evaluation is a systematic process of collecting and analyzing information to determine the extent of achievement of educational goals and objectives.

I. STUDENT EVALUATION

A variety of methods and techniques are used to evaluate the progress of the intellectually gifted student. Goals and objectives for the student are established within the Individualized Education Program (IEP).

Data collected from this evaluation of progress is important in maintaining areas of strengths, overcoming learning difficulties and selecting future learning experiences.

II. PROGRAM EVALUATION

Program evaluation is necessary to ensure a program is adjusted to best meet the needs of those students who are intellectually gifted. An evaluation model shall consist of the following components:

- needs assessment--this involves stating the goals and objectives to be met and determining to what extent the existing educational program is meeting these objectives;
- program design--this is the planning and development of the programs techniques and instruments to aid in planning decisions. It includes the procedures needed for assessing if the program is operating as planned and to what degree it is achieving its objectives;

- implementation evaluation--this is a process to determine the extent to which each component of the programmatic definition has been implemented;
- progress evaluation--this provides information about the progress of the program's components in meeting the program's objectives. The information is used to modify the program when and where necessary;
- outcome evaluation--this provides information about the success of the entire educational program for intellectually gifted students. This information can support a decision to modify or expand the program.

8.0 COMMUNICATION

The goal of communication is to establish and maintain dissemination and interactive communication procedures that both inform and elicit feedback. Parents, educators, the community and the students should be informed and involved in all phases of the education of intellectually gifted students.

Communication among persons connected with the education of gifted students is essential if these exceptional learners are to be provided the best possible education. This includes all persons directly involved with the student. There must be:

- individual conferences between the student and his/her teacher of the gifted to allow planning and evaluation of his/her learning experiences within the program;
- communication between all professional personnel who work with the intellectually gifted student--especially between the teacher of the gifted and the regular classroom teacher;
- communication between the parent(s) of the intellectually gifted student and the teacher of the gifted and other professional personnel who work with the student; and,
- communication between school and community in regard to the goals of the gifted program and how the community can assist in reaching these goals.

Only when all of those involved in the gifted program maintain close communication and cooperation will the intellectually gifted student develop his/her potential.

9.0 FACILITIES

Educational facilities provide the atmosphere, materials and equipment needed to enable each child to achieve the goals and objectives as stated in his/her Individual Educational Plan (IEP). These facilities must be equivalent to standards defined in the Handbook on Planning School Facilities

Appropriate facilities for the education of intellectually gifted students:

- are well lighted and ventilated;
- are free of extraneous noise and distraction;
- are equipped with chairs, tables and/or desks appropriate to the number and size of students;
- have adequate space for storage of teacher's and students' materials;
- have sufficient space for display of students' work and products;
- have adequate space, appropriate materials and equipment for individualizing according to student needs; and,
- include appropriate space which is well lighted and ventilated; free from extraneous noise and distraction; and, equipped with chairs, tables and/or desks appropriate to the number and size of students for use in individual testing.

10.0 FUNDING

Adequate funding is provided to meet the curricular and instructional needs of each individual gifted student. The guiding principle under which counties will operate is one which allocates funds generated by the identification of gifted students to the education of gifted students.

In addition to employing personnel who provide direct special services to gifted students, this includes utilizing these funds to:

- purchase materials and equipment, for use within the regular classroom and in special programs as designated in the Individualized Education Program (IEP);
- provide transportation to and from resource centers, special schools, advanced classes at other schools, special programs, seminars, museums and other activities designated by the (IEP); and,
- provide appropriate facilities.

CHAPTER III

PROGRAM OF STUDY FOR INTELLECTUALLY GIFTED STUDENTS

PROGRAM OF STUDY

The Program of Study for the Intellectually Gifted Student is the curriculum sequence which constitutes the subject matter to be offered to these students in the schools of West Virginia. Learning outcomes are measurable descriptions of the knowledge, skills and/or attitudes that the student is expected to acquire within the Program of Study.

There are four components in the Program of Study for Intellectually Gifted Students:

I. Basic Learning Outcomes

II. Extended Learning Outcomes

III. Process skills (problem solving, creative thinking and behavior, independent learning and philosophical inquiry)

IV. Skills in Understanding Self and Society (group dynamics, leadership, future-planning, decision-making, socialization, appreciation for human similarities and differences and development of positive self-concept and self-understanding)

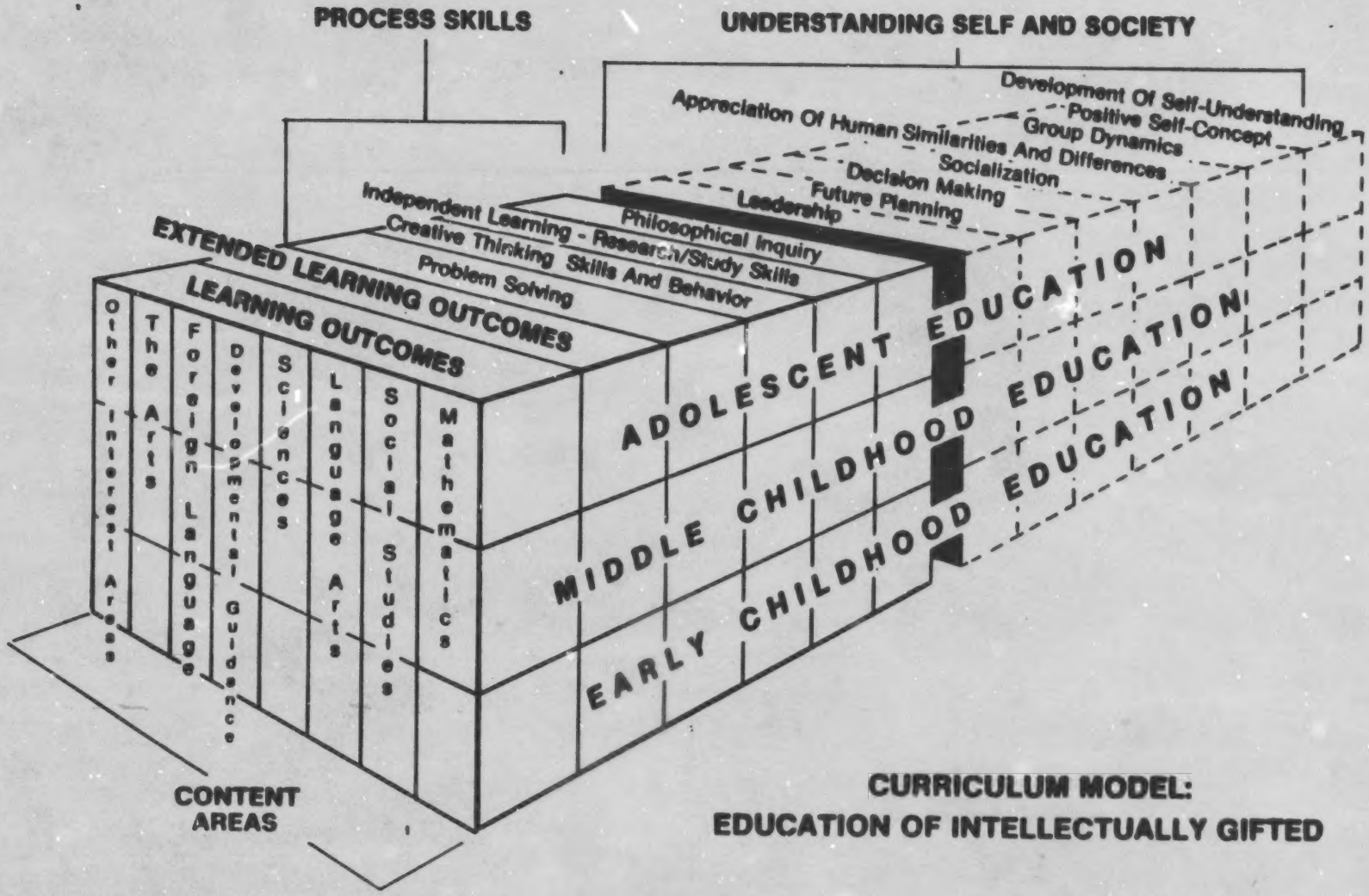
Each of the four components must be addressed annually in order to provide a complete curriculum for intellectually gifted students. Career education and computer literacy are integrated into each program of study, as specified by the Master Plan for Education in West Virginia, and are found in the basic learning outcomes of each program area.

The basic learning outcomes provide the knowledge, skills and attitudes that all students need to be successful in today's world. Extended learning outcomes provide the advanced content that intellectually gifted students need in areas of their special abilities.

Developing advanced levels of proficiency in process skills provides the intellectually gifted student the tools with which to be more productive. Understanding Self and Society addresses the attitudes, communication and socialization skills that are so necessary to succeed in living and working with other people.

The learning outcomes in each component must be appropriate to the intellectually gifted student's developmental level. This requires that a skills continuum be developed, thereby allowing an individual student to work at his/her level on the continuum. The learning outcomes must also consider the varying characteristics of students at each developmental stage: early childhood, middle childhood and adolescent education.

Each of the four components is to be addressed annually, thereby providing a comprehensive curriculum for intellectually gifted students.



CURRICULUM MODEL:
EDUCATION OF INTELLECTUALLY GIFTED

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I BASIC LEARNING OUTCOMES

The intellectually gifted student will have the opportunity to master the basic learning outcomes in each required area of curriculum defined by the West Virginia Board of Education and the County Board of Education.

II. EXTENDED LEARNING OUTCOMES

The intellectually gifted student will have the opportunity to master extended learning outcomes in a content area identified as an area of special need, interest or ability.

Extended learning outcomes are those which are at a higher level of complexity, a higher degree of abstractness or which include a topic not in the basic curriculum. At each grade level and course offering for which basic learning outcomes have been developed, extended learning outcomes should also be developed. This process would involve analyzing each basic learning outcome in order to develop extended learning outcomes; for example, by expanding the topic to a higher level of complexity or a higher degree of abstractness. Other extended learning outcomes would be developed by adding topics not present in the basic learning outcomes.

In developing extended learning outcomes, special attention is to be given to the cognitive skills with particular focus on critical thinking skills. The extended learning outcomes are to be written by categories of knowledge, comprehension, application, analysis, synthesis and evaluation.

These extended learning outcomes are to be available to intellectually gifted students with a special need, interest or ability in the particular area. They also are to be available to students who are academically gifted in that area.

Extended learning outcomes are to be developed for each content area and course offering for which basic learning outcomes are written.

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Concepts	Learning Outcomes	Sample Learning Objectives

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III. PROCESS SKILLS

The intellectually gifted student will develop and use the following process skills to a greater level of proficiency than would be expected in the regular curriculum: problem-solving skills, creative thinking skills and behaviors, independent learning skills and skills in philosophical inquiry.

Problem-solving skills include inductive reasoning, deductive reasoning, inquiry, scientific method, creative problem solving, etc.

Creative thinking skills include fluency, flexibility, elaboration, originality, curiosity, imagination, risk-taking and complexity.

Independent learning skills include research skills, study skills, individual and group investigative project skills, organizational and time management skills.

Philosophical inquiry skills include logic, ethics, aesthetics, politics and ontology. These learning outcomes would be developed through content areas; for example, learning outcomes for problem-solving skills in mathematics, science, social studies, and areas of interest.

Learning outcomes for the development of these skills would be developed on a continuum from simple to complex. While every student should have an opportunity to develop process skills, intellectually gifted students will work through the continuum more rapidly and to a higher level of proficiency than will other students.

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EXTENDED LEARNING OUTCOMES: MATHEMATICS

MIDDLE CHILDHOOD

SAMPLE LEARNING OBJECTIVES

CONCEPT	LEARNING OUTCOMES	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION

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IV. UNDERSTANDING SELF AND SOCIETY

The intellectually gifted student will have the opportunity to experience learning outcomes in process skills that develop an understanding of self and society. These process skills include group dynamics, leadership, future-planning, decision-making, socialization, appreciation for human similarities and differences, development of a positive self-concept and self-understanding.

Learning outcomes for the development of these skills will be written on a continuum from simple to complex. While every student should have an opportunity to develop skills in understanding self and society, intellectually gifted students will progress through the continuum more rapidly and to a higher level of proficiency than do other students.

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SKILL: UNDERSTANDING SELF AND SOCIETY

EARLY CHILDHOOD

SKILLS/CONCEPTS	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES	ACTIVITIES	MEDIA	EVALUATION
Group Dynamics Leadership Decision-Making Socialization Appreciation for Human Similarities and Differences Development of Positive Self-Concept and Self-Understanding Future Planning	TO BE DEVELOPED BY STATE DEPT. OF EDUCATION		TO BE DEVELOPED BY LEA		

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CHAPTER IV

PROGRAM DELIVERY FOR INTELLECTUALLY GIFTED STUDENTS

PROGRAM DELIVERY

Program Delivery details the alternative methods by which the curriculum structure defined by the Program of Study is delivered to intellectually gifted students. These alternative methods must be considered when developing the Individualized Educational Program (IEP) for each intellectually gifted student.

The determination of the correct alternative(s) is made by the Placement Advisory Committee (PAC) through a consideration of the multi-disciplinary assessment of the student's needs, abilities, goals and learning styles. Many alternatives may be used with the same student. No one alternative is appropriate as the sole method or model to be used with all students; however, counseling should be a component of each intellectually gifted student's program.

Each county shall implement a continuum of program delivery options to meet the needs of intellectually gifted students.

ALTERNATIVE PLACEMENTS	ELEMENTS	COUNTY AND SCHOOL OPTIONS		
Regular Education Program with Modification	Modification of Regular Classroom	Pretest to determine what students already know and provide for rapid, efficient learning of concepts and skills not yet acquired.		
		Extend learning experiences for more in-depth examination of topics in regular curriculum.		
		Extend learning to topics related to, but not included in, the regular curriculum.		
		Plan learning experiences, materials and information for gifted students by level of performance, not by age/grade expectancies.		
		Provide opportunities to transfer learning to areas of greater challenge		
		Free gifted students from some of the routine homework and drill when they demonstrate mastery of the particular learning outcome.		
		Modify assignments to challenge the advanced process skills and/or unique learning styles of gifted learners.		
	Enrichment	Independent Study	-	Appropriation of a longer time for learning so a student may pursue a topic or skill more extensively or to a greater degree of proficiency.
		Small group investigations	-	Homogeneous grouping of 3-5 gifted students to conduct an intensive investigation of the same or a related topic.
		Honors classes	-	Homogeneous grouping of high ability students (may not be limited to identified gifted); focus on higher levels of thinking and complexity in a program of study.
		Advanced Placement Courses	-	College level courses taught at high school level by AP approved teachers through which students may obtain advanced credit and/or advanced college placement by registering for, paying examination costs and passing AP examinations.
		Tutorials	-	One-on-one in-depth study with an adult in an area of interest to the student.

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ALTERNATIVE PLACEMENTS	ELEMENTS		COUNTY AND SCHOOL OPTIONS
		Correspondence Courses -	Establishment of course outlines delineated into specific assignments, which are relayed to the learner on a regular basis of teacher-learner exchange, via mail or telephone within a predetermined length of time.
		Seminars -	Short term, intensified exploration of particular topics or issues functioning as adjuncts to regular school program in order to accommodate specific interests, learning styles and abilities.
	Acceleration	Diagnostic/prescriptive teaching -	Students are pretested on subject matter; then taught only those skills that have not been mastered.
		Individualized learning -	Tailored to the needs and abilities of an individual student, learning is differentiated by rate, complexity, interests, resources, time allotted, etc. through programmed materials, through computer assisted instruction or through directed study.
		Acceleration of content/ compacting -	Progression at fast pace, commensurate with an individual's ability level, through the curriculum of a specific content area. Amount of time spent in the mastery of learning outcomes is condensed.
		Acceleration/promotion in grade level, continuous progress -	Student is advanced to a higher grade in order to master skills in subject area(s)
		Early entry of preschool age students into school -	Acceptance of identified gifted preschoolers into kindergarten as recommended by PAC
		Early admission to, and credit for, high school courses -	Multigrade placement according to student's needs, abilities. Examples - 6th graders placed in algebra, 9th grader in advanced biology.

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ALTERNATIVE PLACEMENT	ELEMENTS		COUNTY AND SCHOOL OPTIONS
		Early graduation/early admission to college	- Student graduates from high school earlier than age peers and begins college or continues to attend high school while taking college level courses.
		Credit by examination	- Students may challenge a class by taking a comprehensive final examination without enrolling in or taking the class. Satisfactory test scores result in the student being awarded credit for the class.
		Dual Credit Enrollment	- Enrollment in college level courses, taught by college instructors, for which students may choose to receive high school and/or college credit.
		Tutorials	- One-on-one in-depth study with an adult in an area of interest to the student.
		Correspondence Course	- Establishment of course outlines delineated into specific assignments which ar relayed to the learner on a regular basis of teacher-learner exchange, via mail or telephone within a pre-determined length of time.
	Grouping: (Provisions which facilitate the student's access to learning opportunities)	Cluster grouping within regular class	- Grouping gifted students, who move at a similar pace or level of exploration, in the regular classroom. Instruction and curriculum are modified to meet the special needs of these exceptional learners.
		Seminars	- Small groups meet for intensive study and discussion of a specific topic.
		Multi-age/multi-grade classrooms	- Students are grouped across age/grade levels for instruction in specific subject areas or in a self-contained classroom.
		Ungraded classrooms	- Students, grouped across age/grade levels, are placed in a continuous progress program where each student progresses through the same curriculum but at his/her own rate.
		Small group investigations	- Clusters of students working together explore a common area of interest.

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ALTERNATIVE PLACEMENTS	ELEMENTS			COUNTY AND SCHOOL OPTIONS
	Counseling: (Experiences which promote understanding of self and others and explore opportunities for careers	Individual conferences	-	The counselor and student engage in problem-solving activities.
		Group meetings	-	A counselor leads a student discussion group to resolution of a shared problem.
		Career and vocational counseling	-	Students may do individual/group exploration of career opportunities, shadow a practitioneer, interact with resource persons, conduct interviews and/or observations.
		Tutoring	-	Students receive direct one to one instruction in a content area where they are comparatively weak and/or in their area of greatest strength.
		Study groups	-	Groups of students with a common interest study related areas of the problem.
		Scholarship societies	-	Bring together able students with similar interests and expertise for fellowship and intellectual growth.
II Regular Education Program with Resource Services	Resource Room	The eligible exceptional student continues part-time under the direction of the teacher of the gifted as specified in the Individual Education Program.		
	Resource Center	Transporting of students on a predetermined basis to a center operating for the school, county or region. Magnet classrooms facilitate needs of community or region by attracting students from different locales within a given area.		
II Special Education Program: Self-contained	Self-contained	The eligible exceptional student is placed full-time under the direction of the teacher of the gifted who has complete, direct responsibility for the gifted student's education. Resources of the regular education program, such as art, music and physical education, may be used to supplement the gifted education program as specified in the Individual Education Program.		
	School-within a-school	School for gifted students that functions as a separate unit within a regular school. Has its own administrator and staff.		
	Magnet School	School or component within a school which is designed to attract students with high interest/ability to its particular curriculum.		

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ALTERNATIVE PLACEMENT	ELEMENTS	COUNTY AND SCHOOL OPTIONS
IV Special Education Program: Special School	School-within a-school	Functions as a separate school for given learners within a school. Has own administrator and staff.
	Self-contained	School which serves only gifted students at local, county or regional level.
V Special Education Program: Out-of School Environment	Mentorship	Student works with an expert in a specific field who encourages/nurtures the student's particular abilities during or outside the regular school day.
VI Special Education Program: Residential Facility (When established by State)	Governor's Honors Academy	Residential summer program for highly gifted rising seniors.
	Residential	Residential facility for highly gifted adolescents as provided by the Master Plan.

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CHAPTER V

PROGRAM ASSURANCES

PROGRAM ASSURANCES

The local school district is responsible for the implementation of an ongoing quality assurance plan which enables the district to assess and improve the effectiveness of services provided to individual intellectually gifted students.

I. Student Evaluation

The following components of student evaluation are required by the Master Plan for Education in West Virginia and/or the West Virginia Regulations for the Education of Exceptional Students.

- Procedures are implemented to assure a triennial multidisciplinary assessment at least every three (3) years of each eligible intellectually gifted student to plan a comprehensive education program.
- There is a comprehensive and continuous system to assess and monitor student progress toward achieving the learning outcomes specified in the student's Individualized Education Program (IEP).
- A record is kept of the learning outcomes specified in the IEP of each gifted student and is made available to the student and parent/guardian upon request.
- Student progress through the program is determined on the basis of two or more of the following:
  - teacher evaluation of the pupil;
  - exceptional ability related to achievement on a standardized test;
  - student progress on a skills continuum.

- Assessment of student performance is conducted at the entry to and exit from each area of study:
  - the levels and rate of instruction are consistent with the student's readiness to learn; and,
  - mastery of learning outcomes is considered before a decision is made to advance students to higher levels of study.

II. Program Evaluation

Program evaluation is conducted in accordance with the provisions of West Virginia Regulations for the Education of Exceptional Students, and other appropriate policies approved by the State Board of Education such as 2320, 2321 and 2510.

The local school district will have a written description of the process used to evaluate programs of study, which includes:

- a needs assessment which specifies goals and objectives and determines how well those goals and objectives are being met by:
  - specifying desirable goals and objectives,
  - determining relative importance of goals and objectives,
  - assessing the degree of discrepancy between program goals and objectives and the degree of attainment, and
  - determining identified needs;
- the program design, which provides for the planning and development of techniques and instruments to aid in the planning decisions;
- implementation evaluation, to determine the extent of implementation of each component of the programmatic definition, for example:

- 1.0 a written rationale for the education of intellectually gifted students includes a statement of philosophy and educational goals;
- 2.0 a written needs assessment has been implemented;
- 3.0 a written Program of Study for intellectually gifted students has been implemented which addresses:
  * Basic Learning Outcomes,
  * Extended Learning Outcomes,
  * Process Skills,
  * Skills in understanding Self and Society;
- 4.0 a written description of the instructional program for intellectually gifted students has been implemented which includes:
  * teaching strategies, learning styles and methods appropriate to the needs of these students,
  * modifications of the learning environment to meet the needs of these students,
  * a continuum of program delivery options available to meet the needs of these students;
- 5.0 program staffing has been implemented which is consistent with meeting the needs of intellectually gifted students:
  * regular classroom teachers participate in delivery of instructional programs for intellectually gifted students,
  * certified teacher(s) of the gifted facilitates and/or provides direct instruction to gifted students,
  * procedures are established to select appropriate personnel to work with intellectually gifted students,

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* relevant staff development programs are provided to help professional staff concerned with the education of intellectually gifted education,

* written roles and responsibilities are clearly delineated for all those connected with the education of intellectually gifted students;

- 6.0 a program management system is implemented for planning, organizing, coordinating and evaluating the educational program for intellectually gifted students;

- 7.0 there is a written process for evaluating the total program for the education of an intellectually gifted student;

- 8.0 there are planned means of communication between all those involved in the education of intellectually gifted students, including:

* all professional personnel,

* parents and professional personnel,

* school and community,

* student and teachers;

- 9.0 facilities for intellectually gifted students:

* meet the criteria specified in the Handbook on Planning School Facilities and

* are appropriate to achieve the goals and objectives as stated in the IEP;

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- 10.0 funding is provided to meet the curricular and instructional needs of each individual student including:
  * materials and equipment,
  * transportation,
  * facilities;

- progress evaluation to provide information about the degree of meeting objectives attained by the program components; and
- outcome evaluation to provide information about the success of the entire educational program for intellectually gifted students.

Monitoring statements and practices must conform to the above program assurance statements.

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CHAPTER VI

RECOMMENDATIONS OF THE TASK FORCE ON THE EDUCATION OF INTELLECTUALLY GIFTED STUDENTS

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RECOMMENDATIONS

In order to assure quality programs for gifted education, the Task Force on the Education of Intellectually Gifted Students makes the recommendations contained herein to the West Virginia Department of Education and the West Virginia Board of Education.

These recommendations call for actions and activities that are within the realm of responsibility of the State Department or the State Board of Education. They call for research activities, development activities, changes in current state regulations, sponsorship of student programming, changes in staffing patterns and certification requirements, changes in teacher training programs, changes in staff development requirements, changes in the Regulations for the Education of Exceptional Children, teacher incentives, changes in evaluation procedures, the establishment of advisory councils and facility and funding considerations.

The majority of these recommendations are low cost but high impact. The State Department and State Board of Education must assume a strong leadership role in the education of intellectually gifted students. The majority of these recommendations are completely under state control through state regulations; others are of a leadership nature. All recommendations follow from the research data and the Programmatic Definition for the Education of Intellectually Gifted Students.

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1.0 LEARNER/PHILOSOPHY/GOALS

The Task Force recommends that:

- The West Virginia Board of Education adopts the Programmatic Definition for the Education of Intellectually Gifted Students developed by the Task Force on the Education of Intellectually Gifted Students.

RATIONALE: A Programmatic Definition is necessary in order to build a Program of Study and an appropriate instructional program for intellectually gifted students.

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2.0 NEEDS ASSESSMENT

The Task Force recommends that:

- Special needs of atypical intellectually gifted populations (e.g., underachieving, handicapped, disadvantaged, culturally diverse) be studied and strategies developed to show how these needs can be translated into adaptations of the program of study for these individual students.

RATIONALE: Criteria need to be established to identify these atypical populations in order that they may be served by appropriate programs which will enable these students to realize their potential.

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3.0 CURRICULUM

The Task Force recommends that:

- The West Virginia State Board of Education adopts a Program of Study for Intellectually Gifted Students.

  RATIONALE: Programs of study for each program area are required by the Master Plan for Public Education.

- The West Virginia State Board of Education develops and adopts Extended Learning Outcomes for all content areas, utilizing teams of content area academicians and teachers of the gifted.

  RATIONALE: Extended learning outcomes must be developed by persons knowledgeable in content disciplines and in the specific needs of gifted learners in order to define the curriculum sequence appropriate for intellectually gifted students.

- The West Virginia Board of Education develops and adopts a K-12 continuum of learning outcomes for the Process Skills outlined in the Program of Study for Intellectually Gifted Students, utilizing teams of academicians and teachers of the gifted.

  RATIONALE: A continuum of learning outcomes for these skills must be developed on the state level by persons knowledgeable in content disciplines and in the

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special needs of gifted learners in order to define the process skills appropriate for all students; this continuum must be extensive enough to provide advanced levels of proficiency for intellectually gifted students.

- The West Virginia State Board of Education develops and adopts a K-12 continuum of learning outcomes for the skills identified in the Program of Study for Intellectually Gifted Students under Understanding Self and Society, utilizing teams of counselors and teachers of the gifted.

RATIONALE: No continuum of learning outcomes for these skills currently exists on the state level. A continuum of learning outcomes for these skills must be developed on the state level by persons knowledgeable in the content disciplines and the special needs of gifted learners in order to define the skills appropriate for all students; this continuum must be extensive enough to provide advanced levels of proficiency for intellectually gifted students.

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4.0 INSTRUCTION

The Task Force recommends that:

- The West Virginia State Board of Education adopts a Program Delivery for Intellectually Gifted Students.

  RATIONALE: Programs of Study and Program Delivery for each educational program area are required by the Master Plan for Public Education.

- State-sponsored summer programming be available at several sites throughout the state--applicable to various ages and interests of intellectually gifted students.

  RATIONALE: Summer programming would allow intellectually gifted students statewide to work and learn together, and give students access to educational programs they would not otherwise have an opportunity to experience.

- Adolescent education requirements for awarding Carnegie units be modified to permit elementary and middle school students to receive credit toward graduation for high school courses completed prior to their entry into 9th grade.

  RATIONALE: Credit should be awarded on the basis of mastery of learning outcomes rather than grade or age levels. Student efforts toward excellence must be rewarded appropriately and positively.

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- Students enrolled in college courses may choose to receive dual high school and/or college credit.

  RATIONALE: Student efforts toward excellence must be rewarded appropriately and positively. Students who enter professional programs may spend ten, twelve, or even fifteen years in pursuit of credentials in their area of specialization after high school. This would permit these students to become productive members of society somewhat sooner than would otherwise be possible.

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5.0 STAFFING

The Task Force recommends that:

- Each local school district provides a supervisor of gifted education.

  RATIONALE: A supervisor, who may serve at a regional level or on a part-time basis, is necessary to provide coordination among the teachers of the gifted in the county and between the teachers of the gifted and the regular classroom teachers. The study of best practices in gifted education identified a local supervisor as a critical element in building successful programs for gifted students.

- Certification standards be changed to add an endorsement in Supervision of Gifted Education for those persons who complete supervisory requirements and who also hold an endorsement in gifted education.

  RATIONALE: Supervisors for gifted education should be knowledgeable in the special needs of gifted students and in techniques to improve instruction of the teachers who serve them.

- Endorsement in gifted education be changed to grades K-8 and 5-12.

  RATIONALE: There currently exists no endorsement for a teacher of the gifted in a 5-8 middle school. Because

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teachers of the gifted presently are certified in grades 1-6 and 7-12, local school districts are experiencing difficulty in staffing middle schools. Differences between early childhood and adolescent gifted learners are too great for a single sequence of coursework to prepare teachers to appropriately serve both levels.

- A process be established whereby an individual with a content specialization (e.g., mathematics) could receive an endorsement in gifted education limited to that particular content area only.

  RATIONALE: A shorter, alternative program should be available to enable subject area specialists to be certifiable to teach gifted students in only that content area. The implementation of a comprehensive educational program for intellectually gifted students requires content instruction which requires specialized training in both gifted education and the particular content area as well as instruction provided by the teacher of the gifted.

- Funding through RESA to enable teachers to achieve certification in gifted education be reinstituted.

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RATIONALE: This funding enabled general education teachers to become certified as teachers of the gifted. Rather than recruiting teachers from outside the community, this provided for the retraining of master teachers currently employed.

- The training of all educators includes at least one course in the education of exceptional students, including the gifted.

  RATIONALE: All educators work with exceptional students and have responsibility for their instruction.

- All instructional and administrative staff have staff development in the education of exceptional children, including the intellectually gifted.

  RATIONALE: All professional staff should continue updating skills and knowledge of trends, strategies and programs for the education of exceptional children, including the intellectually gifted.

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6.0 PROGRAM MANAGEMENT

The Task Force recommends that:

- Regulations for the Education of Exceptional Students expand identification criteria to include students having specific academic abilities.

  RATIONALE: Currently a student may be gifted in the area of mathematics; however, if he/she does not possess an I.Q.that is two or more standard deviation above the mean, he/she is not counted for funding purposes. This exclusion prevents many gifted students from receiving appropriate education in their area of giftedness.

- Regulations for the Education of Exceptional Students expand identification criteria to include students who are talented in the visual and performing arts.

  RATIONALE: Currently a student may be talented in art; however, if he/she does not possess an I.Q. of two or more standard deviations above the norm, he/she cannot be included in a weighted count. This exclusion prevents many gifted students from receiving appropriate education in their area of giftedness.

- Age requirements be waived to provide early admission to school for gifted pre-school students upon the recommendation of the Placement Advisory Committee.

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RATIONALE: The study of best practices indicates that gifted pre-school students would benefit greatly from early school entrance. This procedure is highly recommended as one of the most appropriate ways in which a gifted student may be accelerated.

- Regulations regarding caseloads for itinerant teachers of the gifted should be revised to reflect the number of schools served by the teacher.

RATIONALE: Consideration must be given to the additional time required for travel, planning, transportation of materials and communication with multiple faculties.

- Regulations require that one Standard Error of Measurement in evaluation of intellectually gifted students be utilized in placement decisions by Placement Advisory Committees.

RATIONALE: Requirement of one standard error of measurement provides uniformity between counties and acknowledges that not all tests are perfectly administered, nor are all test situations ideal. Currently, a student who has been identified in one local school district may be denied services upon moving into a neighboring district.

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- Placement Advisory Committee meetings for intellectually gifted students include at least one professional person certified in gifted education.

  RATIONALE: By virtue of his/her training, the professional certified in gifted education is the best qualified person to discuss gifted programming.

- A model Individualized Educational Program (IEP) form, specifically designed for intellectually gifted students and based on the Programmatic Definition for Intellectually Gifted Students, be developed by the West Virginia Department of Education.

  RATIONALE: The model IEP should reflect the state adopted Program of Study and Program Delivery System.

- Incentives be developed and implemented for regular classroom teachers to help implement IEPs for exceptional students.

  RATIONALE: Exceptional children in the classroom require more preparation time and instructional time. This could take the form of reduced class load, for example.

- A process be established by which local school districts could be authorized by the Department of Education to establish experimental programs for intellectually gifted students.

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RATIONALE: Programs for intellectually gifted students involve the newest in educational programming. The capacity to develop innovative and/or exemplary programs should be established.

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7.0 EVALUATION

The Task Force recommends that:

- Monitoring systems enforce state policies providing for the education of intellectually gifted students, particularly in the areas of caseload, planning time and/or inadequate facilities, materials or resources.

  RATIONALE: Concern continues for the diminished quality of instructional programs available to intellectually gifted students when the teacher of the gifted has an excessive caseload, insufficient planning time, and/or inadequate facilities, materials or resources.

- Monitoring statements be developed based on the Report of the Task Force on Education of Intellectually Gifted Students.

  RATIONALE: An assurance system must be developed in order to implement the Report. An educational program is most clearly defined by statements in monitoring documents.

- Statements in monitoring documents, for example policy 2320 and the Regulations for the Education of Exceptional Children, be changed from "handicapped" to "exceptional."

  RATIONALE: "Handicapped" in special education monitoring documents does not include gifted; "exceptional" does include gifted. The use of "handicapped" infers that standards need not be met by programs for the gifted.

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8.0 COMMUNICATION

The Task Force recommends that:

- The West Virginia Department of Education and each local school district establish gifted education advisory councils which would include teachers of the gifted and their supervisors, regular classroom teachers, county curriculum directors, other professional personnel, parents, students and members of the community.

  RATIONALE: Communication must be established between all who are involved in the education of intellectually gifted students in order to maintain an ongoing needs assessment and to obtain desired program improvements. Without a structure to promote communication between these groups, the likelihood of an effective system developing is remote.

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9.0 FACILITIES

The Task Force recommends that:

- A review of facilities used by programs for intellectually gifted students be a regular part of monitoring statements and activities.

RATIONALE: Access to appropriate facilities is essential for all students, including intellectually gifted students. Without monitoring statements to ensure implementation of policies, there is a reduced concern for those policies.

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10.0 FUNDING

The Task Force recommends that:

- Teachers of the gifted receive appropriate allocations for materials, supplies and equipment in order to implement the Individual Education Plan (IEP) for each intellectually gifted student.

  RATIONALE: The IEP determines the materials, supplies and equipment which will be needed to implement the instructional program for each student.

- Funding be provided by the West Virginia Department of Education for approved experimental innovative and/or exemplory programs and extensions of service beyond current service levels.

  RATIONALE: The education of intellectually gifted students makes use of the latest developments in instructional strategies, teaching of thinking skills, etc. The capacity for experimentation must be provided.

- Funds be committed from local school districts to improve the instructional program for intellectually gifted students.

  RATIONALE: Improvement of programs for intellectually gifted students not only improves education for these students, but improves the overall instructional program for the county.

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CHAPTER VII

ROLES AND RESPONSIBILITIES ACTION PLAN FOR IMPLEMENTATION

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ROLES AND RESPONSIBILITIES

The roles and responsibilities section outlines an action plan for implementation of the Report Of The Task Force On The Education Of Intellectually Gifted Students. Roles and responsibilities are defined for the state (West Virginia Board of Education and West Virginia Department of Education), state gifted coordinator, the local school district board of education and administrative staff, local school district gifted supervisor, principals, teachers, counselors, students and parents. All have vital roles and responsibilities in the education of intellectually gifted students. All must work together in order to provide high quality programs for intellectually gifted students.

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GIFTED EDUCATION PROGRAM

Component Area: 1.0 Philosophy and Goals

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oEstablishes written philosophy and goals of gifted education	oAssists in development of written philosophy and goals	oEstablishes written philosophy and goals	oAssists in development of written philosophy and goals	oKnows philosophy and goals and communicate them to staff	oKnows philosophy and goals (G and R)	oIs aware of philosophy and goals	oIs aware of state and county philosophy and goals
oReviews and revises goals every three years	oCollects data relating to philosophy and goals	oReviews and revises goals every three years	oCollects data relating to philosophy and goals	oReviews goals and keep staff informed	oIs made aware of process of revisions and goals	oIs made aware of process of revisions of goals	oIs aware of revision process
oAccepts recommendations from interested parties	oMakes recommendations relating to philosophy and goals	oMakes recommendations to state relating to philosophy and goals	oMakes recommendations to state and county relating to philosophy and goals	oMakes recommendations relating to philosophy and goals	oMakes recommendations relating to philosophy and goals (G and R)	oMakes recommendations relating to philosophy and goals	oMakes recommendations relating to philosophy and goals
oDetermines philosophy and goals for gifted program for ensuing five years	oCommunicates goal revisions to county personnel	oAdopts local philosophy to conform to state philosophy	oCommunicates goal revisions to county personnel	oCommunicates revisions to building staff, students and their parents	oIs aware of revisions of goals and implications for instruction	oIs aware of changes, revisions in goals	oIs aware of changes, revisions of goals
oMakes educational decisions based upon state philosophy and goals of regular and gifted education	oMakes educational decisions based upon state philosophy and goals of regular and gifted education	oMakes educational decisions based upon state and county philosophy and goals of regular and gifted education	oMakes educational decisions based upon state and county philosophy and goals of regular and gifted education	oMakes educational decisions based upon state and county philosophy and goals of regular and gifted education	oMakes educational decisions based upon state and county philosophy and goals of regular and gifted education (G and R)	oMakes personal decisions based upon state and county philosophy and goals of regular and gifted education	oProvides support and guidance to student in selecting and attaining personal goals based upon the states's and local district's philosophy and goals

*G-Gifted
R-Regular
C-Counselor

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GIFTED EDUCATION PROGRAM

Component Area: 2.0 Needs Assessment

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oDevelops needs assessment model(s)	oAssists in development of needs assessment model(s) oDisseminates sample needs assessment model(s)	oDevelops needs assessment	oAssists in development of needs assessment model(s) oDisseminates needs assessment model(s)	oInput in development of needs assessment model(s)	oInput in development of needs assessment model(s) (G, R and C)	oInput in development of needs assessment model(s)	oInput in development of needs assessment model(s)
oConducts needs assessment	oConducts needs assessment oAnalyzes data collected on needs assessment	oConducts triennial needs assessment	oConducts triennial needs assessment oAnalyzes data collected on needs assessment	oAssists in conducting needs assessment	oResponds to needs assessment	oResponds to needs assessment	oResponds to needs assessment
oUtilizes data from needs assessment for modification of program and curriculum	oRecommends modifications of program and curriculum	oUtilizes data from needs assessment for modification of program and curriculum	oMakes program and curriculum modifications oInforms county staff of changes	oUtilizes data to make program and curriculum modifications oInforms teachers, students, and parents of modifications	oMakes adjustments in instructional programs as required by data	oReceives more appropriate curriculum based upon needs assessment	oIs informed of changes made in program and curriculum

*G-Gifted
R-Regular
C-Counselor

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GIFTED EDUCATION PROGRAM

Component Area: 3.0 Curriculum

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Develops guidelines concerning curriculum	•Collects and disseminates ideas and best practices regarding curriculum	•Develops and implements county curriculum guidelines based on state guidelines	•Collects and disseminates ideas and best practices regarding curriculum	•Makes recommendations concerning curriculum development •Assures curriculum design for individual child is being implemented	•Makes recommendations concerning curriculum development (R and G)	•Provides input regarding special interests for curriculum development	•Provides input regarding curriculum development
•Develops extended learning outcomes in content areas, process skills, and skills of understanding self and society	•Assists in development of extended learning outcomes and sample learning objectives	•Develops learning objectives, activities, media resources and evaluation techniques to implement learning outcomes	•Assists in development learning objectives, activities, media resources, and evaluation techniques to implement learning outcomes	•Implements curriculum based on learning outcomes, learning objectives activities, media resources, and evaluation techniques approved by county	•Assists in development and implementation of appropriate curriculum for individual child (G and R)	•Builds levels of skill, knowledge and attitudes through continuum of K-12 curriculum provided	•Participates in the specification of goals and objectives in child's Individual Educational Program

*G-Gifted
R-Regular
C-Counselor

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GIFTED EDUCATION PROGRAM

Component Area: 4.0 Instruction

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oDevelops a continuum of educational alternatives in accordance with learning characteristics of gifted students	oCollects information regarding learning alternatives oDisseminates information to county supervisors and other interested parties	oProvides gifted with appropriate opportunities for acceleration, enrichment and counseling, as well as for interaction with peers under direction of a certified teacher of gifted	oInvestigates and/or develops learning alternatives for gifted children in local school district oConducts needs assessment concerning learning alternatives	oDevelops learning alternatives within regular curriculum that address needs of gifted oIs knowledgeable about learning alternatives	oIs aware of need for learning alternatives for gifted	oIs knowledgeable of learning opportunities available within the structure of the gifted program oDevelops and demonstrates academic and process skills necessary for success in the learning alternatives in which he/she is placed.	oIs aware of regul program modifications and learn ing alternatives available to students identifi as gifted
oDisseminates to counties information regarding learning alternatives	oProvides technical assistance to counties regarding criteria for selecting learning alternatives	oDevelops written statement regarding regular education modifications and learning alternatives available for gifted	oAssists in selection of appropriate prototype oDisseminates information regarding local school district's learning alternatives to county staff	oImplements multiple learning alternatives as needed oCommunicates learning alternatives to teachers, students, and parents oSchedules students for appropriate learning alternatives	oMakes recommendations regarding learning alternatives to principal and corrdinator (G, R and C) oUses diverse methods of instruction appropriate to special needs of gifted learners (R and G) *G-Gifted R-Regular C-Couselor	oStrives for academic excellence through opportunities for acceleration, enrichment, counseling and peer interaction oAccepts responsibility for the development of skills necessary to become a self-directed learner	oEncourages and supports students in selection of learning alternatives that promot excellence of achievement.

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GIFTED EDUCATION PROGRAM

Component Area: 4.0 Instruction (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Encourages development of innovative and/or experimental programs by waiving state regulations for approved projects	•Collects and disseminates information/data concerning innovative experimental programs to local school districts	•Develops innovative and/or exemplary projects for specific needs identified in the local school district.	•Supervises and/or coordinates approved innovative and/or exemplary projects	•Supports approved innovative and/or exemplary projects for identified special needs	•Cooperates in achieving goals of innovative and/or exemplary projects for identified special needs. (G, R and C)	•Strives to achieve goals and objectives of approved innovative and/or exemplary project	•Encourages and supports student in efforts to achieve
•Maintains library of curriculum, program and staff development materials	•Selects and recommends for purchase curricula and staff development materials	•Provides materials commensurate with special needs and abilities of gifted students	•Assists in selection and evaluation of special materials for gifted	•Assists teachers in securing appropriate instructional materials for gifted	•Screens, develops, evaluates and provides appropriate materials for gifted (G, R and C)	•Assists in the maintenance and evaluation of instructional materials	•Assists in the maintenance and evaluation of instructional materials
•Annually updates materials and equipment library	•Maintains updated catalog of curriculum materials and equipment for gifted programs	•Provides access to professional materials relating to gifted	•Maintains updated catalog of curriculum materials and equipment for gifted programs	•Provides access to curriculum materials and equipment	•Uses variety of appropriate resources, including primary sources, specialized references, resource persons (G, R and C)	•Provides input in recommending appropriate curriculum materials	•Provides input in determining appropriate curriculum materials

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Component Area: 4.0 Instruction (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Publishes triennially comprehensive listing of materials and equipment •Publishes annual addendum of materials and equipment	•Disseminates information about materials and equipment annually	•Publishes triennially comprehensive listings of materials and equipment acquired by the local school district •Publishes annual addendum of materials and equipment acquired by the local school district	•Disseminates information about materials and equipment annually	•Provides access to catalogs of materials and equipment acquired by state and local school districts	•Encourages parents to volunteer as resource people (G, R and C)	•Assists in the evaluation of materials, equipment and resource persons utilized in instructional programs	•Serves as resource volunteer when appropriate •Helps establish community resource list

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GIFTED EDUCATION PROGRAM

Component Area: 5.0 Staffing

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Provides a state coordinator for education of the gifted	•Coordinates and manages programs for the gifted	•Appoints supervisor of gifted program	•Supervises and manages programs for the gifted in the local school district	•Cooperates with county supervisor(s) to coordinate efforts of general and special educators	•Supports efforts to provide comprehensive programs to gifted students	•Participates in programs for gifted	•Supports state efforts for programs for gifted students
•Establishes certification requirements for teachers of gifted •Conducts ongoing review and revision of those certification requirements	•Provides technical assistance to Office of Personnel Development in developing certification •Participates in the design and instrumentation of needs assessment for personnel development	•Ensures only appropriately certified persons are employed as teachers of the gifted •Participates in review and revision of certification requirements	•Assesses appropriateness of certification requirements •Evaluates teachers of the gifted •Coordinates the dissemination and retrieval of needs assessment for/ from staff	•Evaluates performance of teachers in meeting special needs of the gifted •Coordinates the dissemination and retrieval of needs assessment to/from staff	•Is knowledgeable of skills unique to certification pattern of teachers of the gifted (R, G and C) •Meet or exceeds certification requirements •Computes and returns needs assessment instruments to evaluate appropriateness of goals, objectives, teacher exit behavior of teacher education programs	•Provides feedback to teachers in assessing effectiveness of instruction •Participates in evaluation of appropriateness of teacher behaviors, goals and objectives of teacher education programs	•Participates in advisory council •Participates in evaluation of appropriateness goals and objectives, teacher behaviors of teacher educatio programs

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GIFTED EDUCATION PROGRAM

Component Area: 5.0 Staffing (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Supports staff development activities	•Coordinates staff development for personnel •Participates in staff development •Disseminates information regarding state and national workshops •Keeps abreast of innovations in field through professional literature, attending workshops, conferences and seminars	•Provides staff development concerning gifted to administrators, teachers and parents	•Conducts needs assessments regarding staff development •Participates in staff development •Disseminates information regarding local, state and national workshops •Designs and implements inservice programs	•Confers with county coordinator regarding staff development concerns •Participates in staff development	•Participates in staff development activities (R, G and C) •Provides data regarding need for staff development activities •Keeps abreast of innovations in field through professional literature, attending workshops, conferences and seminars	•Participates in demonstration teaching upon request	•Attends workshops •Participates in simulations for staff development activities as requested
•Provides workshops and conferences related to improvement of instructional programs for gifted students	•Plans and coordinates workshops to improve instructional programs for gifted students	•Annually provides staff development opportunities regarding improvement of instructional programs for gifted students	•Assists in provision of annual staff development opportunities regarding improvement of instructional programs for gifted students •Provides workshops related to teaching methodology for special and regular teachers	•Attends workshops to increase knowledge and improve skills in managing programs for gifted learners •Supports efforts of local school districts and his/her teachers to improve instruction for gifted learners	•Attends county/state workshops on staff development (G, R and C) •Supports efforts to improve instruction for gifted students (G, R and C) *R-Regular G-Gifted C-Counselor	•Participates in demonstration teaching or other staff development activities for improvement of instruction	•Attends workshops workshops and conferences designed to improve knowledge and understanding of gifted students

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GIFTED EDUCATION PROGRAM

Component Area: 5.0 Staffing (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oDefines and coordinates roles and responsibilities of personnel involved with gifted program	oAssists in defining and coordinating roles and responsibilities of personnel involved with gifted program	oDefines and coordinates roles and responsibilities of personnel involved with gifted program	oAssists in defining and coordinating roles and responsibilities of personnel involved with gifted program	oAssists in defining and coordinating roles and responsibilities of personnel involved with gifted program	oAssists in defining and coordinating roles and responsibilities of personnel involved with gifted program (R, G, and C)	oProvides data through assessment process for defining teacher responsibilities	oProvides data through IEP pr regarding role teacher
oSupports staffing of gifted program	oConducts/coordinates needs assessment regarding personnel oCommunicates staffing needs of local gifted programs	oProvides necessary staff to implement and support all identification, program development, material acquisition, inservice training, publicity, evaluation and related procedures	oSupervises and supports teaching staff oConducts needs assessments regarding personnel	oIdentifies and utilizes teachers who have particular interest/ ability in working with gifted students oSupervises and supports teaching staff	oMakes recommendations regarding staffing needs		
	oRecruits, interviews and recommends applicants for positions on the staff		oRecruits, interviews and recommends applicants for positions on the staff oOrients new staff	oInterviews and recommends applicants for positions on the staff	*R-Regular G-Gifted C-Counselor		

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GIFTED EDUCATION PROGRAM

Component Area: 6.0 Program Management: Identification and Referral — Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Develops identification procedures and regulations	•Assists in development of identification procedures and regulations	•Implements identification procedures	•Coordinates identification and referral procedures	•Participates in school-based assistance team activities	•Participates in school-based assistance team activities	•Cooperates with multidisciplinary assessment team	•Provides accurate and complete information to multidisciplinary assessment team
				•Cooperates with multidisciplinary team in identifying the gifted	•Is available for school-based assistance team activities		
•Ensures uniform implementation of identification procedures and criteria	•Collects information regarding identification procedures and trends in and out-of-state	•Provides input to state regarding identification procedures	•Assesses effectiveness of identification procedures	•Is represented at Placement Advisory meetings	•Is present at Placement Advisory meetings	•Attends Placement Advisory meeting when appropriate	•Attends Placement Advisory meetings
				•Is knowledgeable about identification criteria and procedures	•Is knowledgeable about identification criteria and procedures	•Is aware of identification criteria and procedures	•Is knowledgeable about identification criteria and procedures
•Reviews and/or revises identification criteria	•Makes recommendations to state regarding identification criteria and procedures	•Makes recommendations to state regarding identification criteria and procedures	•Makes recommendations to state regarding identification criteria and procedures	•Makes recommendations to state regarding identification criteria and procedures	•Makes recommendations to state regarding identification criteria and procedures	•Makes recommendations to state regarding identification criteria and procedures	•Makes recommendations to state regarding identification criteria and procedures

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GIFTED EDUCATION PROGRAM

Component Area: 6.0 Program Management (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oEstablishes writing team to prepare suggested goals, objectives, identification procedures, qualitatively different curriculum activities, administrative planning and evaluation techniques	oProvides input to program for gifted education oRecommends personnel for writing teams oAssists writing teams in development of documents	oProvides input to program for gifted education oModifies existing programs to comply with state guidelines oWrites and implements a gifted program consistent with state guidelines	oProvides input to program for gifted education oAssists in program modification design/development and evaluation oRecommends personnel for writing teams oAssists writing teams in development of documents	oProvides input to program for gifted education oAssists in program modification design/development and evaluation oIs knowledgeable concerning local educational program for gifted learners	oProvides input to program for gifted education oAssists in program modification design/development and evaluation oIs knowledgeable concerning local educational program for gifted learners (R, G and C)	oProvides input to program for gifted education oAssists in program modification design/development and evaluation oIs knowledgeable concerning local educational program for gifted learners	oProvides input to program for gifted education oAssists in program modification design/development and evaluation oIs knowledgeable concerning local educational program for gifted learners
oEstablishes writing teams to develop modules to implement programmatic definitions and program of study	oProvides input to writing team oRecommends personnel for writing teams	oProvides input to writing team oRecommends personnel for writing teams	oProvides input to writing team	oProvides input to writing team	oProvides input to writing team	oProvides input to writing team	oProvides input to writing team

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GIFTED EDUCATION PROGRAM

Component Area: 6.0 Program Management (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
●Field tests modules developed by writing teams	●Disseminates modules developed by writing teams ●Collects and utilizes data on field tested materials	●Field tests modules	●Disseminates modules ●Trains staff to use modules appropriately ●Evaluates modules and training activities	●Ensures that exceptional students are not penalized by regular program staff for attending special program ●Evaluates modules and training activities	●Field tests modules ●Evaluates, provides data to revise	●Evaluates, provides data to revise	●Evaluates, provides data to revise
●Interprets and applies state law and regulations	●Disseminates regulations and directives of the Department of Education pertaining to gifted	●Applies state laws and regulations	●Implements regulations and directives of state and county pertaining to gifted	●Implements regulations and directives of state and county pertaining to gifted	●Implements regulations and directives of state and county pertaining to gifted	●Is aware of state law and regulations ●Benefits from Individualized Education Program	●Is aware of state law and regulations
●Maintains parent action line to facilitate and provide assistance to exceptional learners and/or their parents for resolution of concerns	●Provides consultative services to administrators, supervisors, and parents	●Develops procedures for providing assistance to exceptional learners and/or their parents for resolution of concerns	●Provides consultative services to administrators, supervisors, counselors, psychologists, teachers and parents	●Schedules time for consultative services as applicable ●Utilizes consultative services as applicable	●Provides consultative services ●Utilizes consultative services	●Utilizes consultative services	●Utilizes consultative services

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GIFTED EDUCATION PROGRAM

Component Area: 7.0 Evaluation — Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oDevelops systematic plan for ongoing evaluation of program planning implementation	oAssists in designing and implementing evaluation instruments oCollects data from counties regarding evaluation	oDevelops techniques and instruments for assessing operation of program and achievement of objectives oProvides continuous feedback to State oConducts systematic program evaluation	oCollects data for feedback to State oConducts triennial evaluation of programs by teachers, parents and administrative staff	oWorks cooperatively with other personnel in evaluating program objectively	oWorks cooperatively with other personnel in evaluating program objectively (R, G and C)	oWorks cooperatively in evaluating program objectively (R, G and C)	oWorks cooperatively in evaluating program objectively
oCommunicates results of evaluation to counties, parents public, students	oDisseminates evaluation information to counties	oCommunicates results of evaluation to personnel, public, parents and students	oDisseminates evaluation information to county personnel	oCommunicates program evaluation data to teachers, parents and central office	oCommunicates program evaluation data to parents and students (R and G)	oParticipates in evaluation of student's and program's progress toward goals	oParticipates in evaluation of student's and program's progress toward goals
oProvides for evaluation of students' progress	oAssists counties in designing and implementing students' progress	oDesigns and implements system of evaluating students' progress *R-Regular G-Gifted	oAssists in designing/implementing system of evaluating students' progress	oIs aware of evaluation techniques and instruments used by teachers of gifted	oEvaluates pupil progress (R and G) oConducts annual review of pupil's program (G) oConfers with special/regular teachers regarding pupil's progress (R, G and C)	oParticipates in planning and evaluating learning experiences within the program oWorks cooperatively in monitoring self-progress objectively	oParticipates in planning and evaluating learning experiences within the program

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GIFTED EDUCATION PROGRAM

Component Area: 8.0 Communication — Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oDevelops an on-going awareness program to provide information on gifted education	oDevelops awareness of program through materials designed at state level, e.g., brochures, media publications, information packages oDisseminates information to county systems	oProvides information to parents, teachers and community regarding gifted education	oDevelops awareness of program through materials designed for county level, e.g., brochures, media publications, information packages oDisseminates information to public, parents, teachers, community	oDisseminates information about gifted education at faculty meetings	oDisseminates information about gifted education to parents, students and teachers (G) oProvides information pertinent to particular student that would affect programming for that student (C)	oIs aware of program definition, delivery and assurances	oIs aware of program definition, delivery and assurances
oProvides a systematic framework for communication	oMaintains lines of communication with parents, administrators, teachers and community	oProvides a systematic framework for communication	oMaintains lines of communication with parents, administrators, teachers and community	oMaintains lines of communication with parents, faculties and communities *G-Gifted R-Regular C-Counselor	oMaintains lines of communication with parents of gifted students and among all personnel serving gifted students (G) oCommunicates with gifted Students (R, G and C) oMaintains communication with parents and teachers regarding individual gifted student (R, G, and C)	oAttends conferences with parents, teachers and/or counselors	oArranges and attends conferences with child(ren), teachers and/or counselors

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GIFTED EDUCATION PROGRAM

Component Area: 9.0 Facilities

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
oSets standards for facilities to be used in gifted education	oActs as consultant to counties to implement facility standards	oSupports gifted program with appropriate facilities for instruction and assessment	oCoordinates scheduling of appropriate facilities in cooperation with principals and teachers	oProvides appropriate classroom areas for gifted programs	oAssists principals in determining adequacy and appropriateness of facilities (R, G and C)	oUses facilities with care	oInformally assesses safety and adequacy of facilities
oMonitors counties for compliance with standards	oRecommends personnel for monitoring teams	oProvides access to facilities as recommended by the Placement Advisory Committee through the Individualized Education Program	oCoordinates activities of program in preparation for, response to, monitoring by state teams	oProvides appropriate areas for assessment of special education referrals	oOversees student care of facilities	oProvides data to monitoring teams	oProvides data to monitoring teams
		oProvides access to equipment as recommended by Placement Advisory Committee through the Individualized Education Program	oFacilitates access to special equipment as recommended by Placement Advisory Committee through Individualized Education Programs	oFacilitates access to special equipment (labs, computer, etc.) as needed	oWorks with county supervisor to choose appropriate materials and equipment oOversees student care of equipment	oUses equipment with care	oInformally assesses safety and adequacy of equipment
		oProvides transportation to and from gifted programs as recommended through the Individualized Education Program	oCoordinates with appropriate personnel the scheduling of student transportation to and from facilities as recommended through the Individualized Education Program				

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Component Area: 10 Funding — Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
•Establishes guidelines for funding programs for gifted	•Collects/disseminates funding information	•Budgets funds necessary for quality programs •County submits budget for gifted to State	•Participates in budgeting process •Collects/organizes budget information reported to State	•Provides input regarding funding •Assures adequacy of funding	•Provides input regarding funding (R, G and C)	•Provides input regarding funding	•Provides input regarding funding
•Provides counties with funds for supporting gifted education programs	•Writes projects/grants for additional funding •Coordinates process for approval of experimental programs •Recommends personnel for textbook adoption teams	•Provides funding for programs outlined on Individualized Education Programs •Provides funding for transportation to and from facilities as specified in Individualized Education Programs •Provides funding for textbooks •Provides funding for facilities •Provides funding for equipment as recommended on Individualized Education Programs	•Writes projects/grants for additional funding •Recommends/serves as personnel on textbook adoption teams	•Writes projects/grants for additional funding	•Writes projects/grants for additional funding •Serves as recommended on textbook adoption teams *R-Regular G-Gifted C-Counselor	•Provides input on adequacy and appropriateness of of materials, equipment, and facilities •Makes optimal use of materials, equipment, and facilities	•Provides input on adequacy and appropriateness o of materials equipment, and facilities •Encourages students/schools to maximize learning opportunities

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Component Area: 10 Funding (cont.)

Roles and Responsibilities

STATE	STATE COORDINATOR	COUNTY	COUNTY SUPERVISOR	PRINCIPAL	TEACHER*	STUDENT	PARENT
		•Provides funding for instructional materials as outlined on Individualized Education Programs •Provides funding for professional development activities	•Plans, organizes professional development activities				
•Conducts financial needs assessment	•Disseminates/ collects financial needs assessment data	•Seeks local, regional and federal sources of funding for for the gifted	•Conducts financial needs assessment •Disseminates/ collates financial needs assessment data	•Provides input for financial needs assessment	•Provides input for financial needs assessment		

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CHAPTER VIII

SUMMARY

AND

CONCLUSION

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SUMMARY AND CONCLUSIONS

Summary

The West Virginia State Board of Education, responding to the Master Plan for Education in West Virginia, the Regulations for the Education of Exceptional Students and needs expressed by educators across the state, commissioned the Task Force for the Education of Intellectually Gifted Students. The Task Force was composed of parents, public school teachers, higher education instructors and administrators from each of the various geographical areas in West Virginia.

Patti Bruce Mitchell of the National Association of State Boards of Education was commissioned by the West Virginia Department of Education to conduct a study of the best practices in educating gifted students. This study, a survey of current practices and guidelines for successful gifted programs, concluded that no one best program exists for gifted education.

The Task Force then developed a Programmatic Definition for the Education of Intellectually Gifted Students to provide a philosophical basis for successful programs. A Program of Study was designed, outlining four components in the education of intellectually gifted students (Basic Learning Outcomes, Extended Learning Outcomes, Process Skills, and Skills in Understanding Self and Society). A Program Delivery was prepared which delineates alternative methods for delivering the program of study to students. Program Assurances details methods by which the components of the program are to be monitored and evaluated.

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The Task Force subsequently formulated recommendations for change to be submitted to the West Virginia Department of Education and the West Virginia Board of Education. These recommendations call for changes in current Department of Education regulations and certification requirements, in teacher training programs, in staff development requirements and in evaluation processes. The Task Force further recommends a Program of Studies, a continuum of learning alternatives, teacher incentives, advisory councils, research activities, curriculum, facilities and funding considerations.

The Task Force on the Education of the Intellectually Gifted Students defined roles and responsibilities for implementing a comprehensive program for the education of the intellectually gifted in West Virginia.

Conclusion

The Report of the Task Force on the Education of Intellectually Gifted Students is a comprehensive plan for the provision of a successful program for these students. Building upon a firm philosophical base, the Report provides a sound structure and the flexibility necessary to encourage the individualized programming best suited for exceptional students in each unique county. These elements are essential to a successful program -- a firm philosophical base, a sound organizational structure, and a requisite flexibility.

Responsibility for the education of intellectually gifted students is shared by the entire educational community. The Master Plan for Education in West Virginia mandates that we provide the opportunity for all students to achieve their maximum potential. It is only through the acceptance of this responsibility, a commitment to action and cooperation among all educators that we will be successful.

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